College Curriculum Committee
Meeting Minutes
Tuesday, November 1, 2011
2:15 p.m. – 3:47 p.m.
Toyon Room

Item	Discussion
1. Minutes: October 18, 2011	Minutes approved as written. **M/S/C** (Ziegenhorn, Schultz)
2. Announcements a. CCC Charges b. Task Force Recs/Resolutions Fdbk due 11/4, 9p.m. c. Reminder for Degree & Certificate changes for 2012-13 d. TBA Hours	**Speaker: Carolyn Holcroft** a. Messina reminded the committee of the duties that are our responsibility. She also commented on the audit findings and that we must be more diligent in our duties. b. Rich Hansen spoke yesterday at Academic Senate and shared his insight as one of the members of the Task Force. Please get all comments re: the recommendations and/or ASCCC resolutions to Carolyn and/or Dolores by this Friday so they may vote accordingly on Saturday, November 4th. c. Degree and certificate corrections/additions are due March 1st. d. Messina explained that TBA hours are a scheduling item and do not appear in the CORs. TBAs are being evaluated and corrected for the Winter 2012.
3. Report out from Divisions (LA)	**Speaker: Scott Lankford** • Division Curriculum Process: LA working to tighten process and help faculty be more familiar with curriculum flow. Lankford introduced a sign-off sheet that R. Arca created that they are using in their division. • New curriculum: Recently wrote a series of courses that will teach reading and writing simultaneously, "Integrated Reading and Writing," to bring students up to college level in 2 courses rather than 3. It has a portfolio course associated with it. In the old series, of the students that were successful in the first course, 40% did not go on to the 2nd course. This series has the potential to get more students thru the entire series with more success. FA will speak next meeting.
4. Consent Calendar: a. General Ed Applications b. Non-Credit Course	**Speaker: Carolyn Holcroft** • Motion to approve consent calendar (*Area I, Humanities:* ART 2A, 2AH, 2B, 2BH, 2C, 2CH; ENGL 12, 17, 22, 31; PHOT 10H; THTR 2A, 2B; VART 2C; *Area IV, Social & Behavioral Sciences:* BUSI 22, 53; HIST 20; PHED 2; POLI 1, 3, 3H, 15, 15H; PSYC 30; *Stand Alone:* NCBS 405) minus the courses pulled for individual discussion noted below M/S/C (Lankford, Murray) <u>Pulled for discussion:</u> • ASTR 10BH w/10L: Discussion re: laboratory composition. M/S (Francisco, Murray) approved. • CHLD 1 & 2: Ziegenhorn explained that these 2 courses were the old CHLD 55 divided into two courses and since 55 had been approved prior, the subcommittee had recommended approval by CCC. Nuñez pointed out that 1 & 2 are very different from the original 55 and should be reviewed in their own right. Schultz pointed out that since the changes constituted a major revision, it seems appropriate that the applications & CORs should be fully reviewed.

	Ziegenhorn agreed and will take the applications back to the subcommittee for full review. Other discussion: The committee agreed that if a course is cross-listed, both courses should be included in the approval (ie. PSYC 30 and SOC 30).
5. GE Review –BUSI 18 for FH Area IV (Social & Behavioral Sciences)	**Speaker: Glenn Violett** Holcroft reminded that at last CCC meeting the committee requested the author come to CCC to provide more information regarding the GE application. Violett explained that BUSI 18 has depth due the contract portion of the course. This discussion is very familiar in that we have had multiple conversations about our philosophy of general ed at Foothill. One rep opined that it seems our view has changed in the last year since we agreed to accept IGETC pattern to satisfy the GE requirements for an AA or AT degree. Move to approve (Lankford, Ragey) 6 against, 4 in favor,1 abstain. Motion failed, BUS 18 not approved for GE.
6. Interdisciplinary Prerequisite Implementation Options	**Speaker: Carolyn Holcroft** Options are on the table: 1) implementation via rigorous content review alone, 2) implementation via statistical validation and content review, or 3) faculty option to chose between options 1 and 2. Feedback: FA wanted #3. Motion to adopt option #3 M/S/C (Lankford, Knobel). Holcroft to bring to academic senate.
7. New Course Process Resolution	**Speaker: Carolyn Holcroft** Holcroft explained that CCC is responsible for all curriculum regardless of how our approval system functions. We are charged with preventing overlapping curriculum and with ensuring appropriateness of curriculum within the context of the overall college offerings. Current process makes this impossible as courses may be developed without any faculty outside division seeing them. Creating courses in a divisional silo may also have additional consequences for other divisions. To that end, Holcroft drafted this resolution as a starting point for discussion. Lankford expressed concern that although he agrees that current process doesn't work, does not want to create additional hurdles to an already complicated process. Several other members expressed agreement with this opinion. MacNeil suggested a checksheet/sign-off sheet that faculty authors would need to file verifying they had consulted with appropriate faculty in other divisions. CCC invited to suggest changes, have discussions, or even draft an entirely different proposal. Further discussion at next meeting.

Atendees: K. Armstrong, J. Baker, B. Cashmore, B. Day, I. Escoto, M. Francisco, R. Hartwell, C. Holcroft, K. Horowitz, K. Jones, M. Knobel, S. Lankford, A. Lee, D. MacNeil, K. Messina, P. Murray, M. Pierce, J. Ragey, G. Schultz, P. Starer, B. Ziegenhorn.
Minutes recorded by: C. Nuñez

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **ENGL 14 INTRODUCTION TO CONTEMPORARY FICTION**

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 14 INTRODUCTION TO CONTEMPORARY FICTION

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

Depth Map: Must include the following:

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

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

Matching course component(s):
Selected fiction written between l950 and the present, with emphasis on English, Canadian, and international works in translation. Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.

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

Matching course component(s):
use of current scientific discoveries, historical theories, religious and cultural developments.

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

Matching course component(s):
A. Distinguish features and aspects of various contemporary works, recognizing categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
B. Critique texts with insight and accuracy, applying basic literary terminologies and theories.
C. Read and discuss a variety of forms of contemporary fiction.

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

Matching course component(s):
Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.
A. Distinguish features and aspects of various contemporary works, recognizing categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
B. Critique texts with insight and accuracy, applying basic literary terminologies and theories.

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

Matching course component(s):
B. Critique texts with insight and accuracy, applying basic literary terminologies and theories.
C. Read and discuss a variety of forms of contemporary fiction.

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

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

Matching course component(s):
B. Critique texts with insight and accuracy, applying basic literary terminologies and theories.
A. Introduction to various contemporary works:
1. "New journalism" and the non-fiction novel;

2. Feminist writing;
3. "Pop" literature;
4. Post-modernists, e.g. magical realism, metafiction, flash fiction, etc.
5. Multicultural and international fiction.

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

Matching course component(s):
a.

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

Matching course component(s):
A. Introduction to various contemporary works:
1. "New journalism" and the non-fiction novel;
2. Feminist writing;
3. "Pop" literature;
4. Post-modernists, e.g. magical realism, metafiction, flash fiction, etc.
5. Multicultural and international fiction.

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

Matching course component(s):
Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.

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

Matching course component(s):
6. Methods of Evaluation -
A. At least two critical papers and/or essay exams.
B. Quizzes, midterm, oral reports, and final exam.
C. Participation in classroom discussion.

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. At least two critical papers and/or essay exams.
B. Quizzes, midterm, oral reports, and final exam.
C. Participation in classroom discussion.

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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. At least two critical papers and/or essay exams.
B. Quizzes, midterm, oral reports, and final exam.
C. Participation in classroom discussion.

General Education Review Request
AREA I - HUMANITIES

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): Students are introduced to various thematic and stylistic trends in contemporary fiction; use of current scientific discoveries, historical theories, religious and cultural developments.

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):

Requesting Faculty: Brian Curran Lewis Date: 5/10/11

Division Curr Rep: Falk Cammin Date: 10/11/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **ENGL 46A – Survey of English Literature**

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 46A – Survey of English Literature

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

3. identifying the historical, literary, and multi-cultural issues in the literature

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:

3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.

4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.

4. Expanded Description of Course Content

A. Historical changes in British culture

1. Survey early period and results of Anglo-Saxon invasion

B. Approaches to the literature of the period

1. Historical analysis showing growth of principal literary genres and forms
2. Sociological analysis showing contributions of different cultural groups
4. Psychological analysis (Freudian or Jungian)

C. Class activities

1. Lectures about historical and biographical contexts of works studied

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:

1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this

period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.

4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

4. **Expanded Description of Course Content**

B. Approaches to the literature of the period
1. Historical analysis showing growth of principal literary genres and forms
2. Sociological analysis showing contributions of different cultural groups
3. Aesthetic analysis
4. Psychological analysis (Freudian or Jungian)

C. Class activities
1. Lectures about historical and biographical contexts of works studied
2. Large and small group discussions of ideas and emotions conveyed in each work

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

Supporting element(s) from the CoR:

4. **Expanded Description of Course Content**

C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study

6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:

1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
N/A

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:

3. identifying the historical, literary, and multi-cultural issues in the literature

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:

2. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.

3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:

1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms

4. Expanded Description of Course Content

C. Class activities

2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study

6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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

Supporting element(s) from the CoR:
N/A

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

Supporting element(s) from the CoR:

4. **Expanded Description of Course Content**

C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study

6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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).

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
3. identifying the historical, literary, and multi-cultural issues in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the Middle Ages to the Seventeenth Century by:
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

General Education Review Request
AREA I - HUMANITIES

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).

Supporting element(s) from the CoR:
N/A

Requesting Faculty: Kella Svetich Date: 2/22/10

Division Curr Rep: Kella Svetich Date: 2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

Despite items included on the application not found in the COR, the GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **ENGL 46C – Survey of English Literature**

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 46C – Survey of English Literature

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

3. identifying the historical, literary, and multi-cultural issues in the literature

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:

3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.

4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.

4. Expanded Description of Course Content

B. Approaches to the literature of the period

1. Historical analysis showing growth of principal literary genres and forms
2. Sociological analysis showing contributions of different cultural groups
4. Psychological analysis (Freudian or Jungian)

C. Class activities

1. Lectures about historical and biographical contexts of works studied

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:

1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:

1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.

6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.

5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

4. **Expanded Description of Course Content**

B. Approaches to the literature of the period
1. Historical analysis showing growth of principal literary genres and forms
2. Sociological analysis showing contributions of different cultural groups
3. Aesthetic analysis
4. Psychological analysis (Freudian or Jungian)

C. Class activities
1. Lectures about historical and biographical contexts of works studied
2. Large and small group discussions of ideas and emotions conveyed in each work

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

Supporting element(s) from the CoR:

4. **Expanded Description of Course Content**

C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study

6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least two</u> of the following:

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their

texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
N/A

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
3. identifying the historical, literary, and multi-cultural issues in the literature
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:

2. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
3. identifying the historical, literary, and multi-cultural issues in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
1. studying at least six major authors.
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
6. tracing the development of literary styles, genres, and forms in this period.
7. applying theories of literary criticism to literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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

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

Supporting element(s) from the CoR:

2. Expected Outcomes - The student will be able to:

A. Develop critical thinking skills by:
1. evaluating, understanding, and interpreting major literary texts (fiction, poetry, drama, biography, autobiography, essays as appropriate).
2. applying a variety of critical and theoretical criteria to evaluation of the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms

4. Expanded Description of Course Content

C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study

6. Methods of Evaluation

B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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

Supporting element(s) from the CoR:
N/A

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

Supporting element(s) from the CoR:
4. **Expanded Description of Course Content**
C. Class activities
2. Large and small group discussions of ideas and emotions conveyed in each work
4. Written response to works under study
6. Methods of Evaluation
B. Participation in class discussion
C. Midterm and final examination
D. Journals and Portfolios (at instructor's discretion)
E. Critical essays (at least one formal paper)
F. Class presentations (at instructor's discretion).

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).

Supporting element(s) from the CoR:
2. Expected Outcomes - The student will be able to:
A. Develop critical thinking skills by:
3. identifying the historical, literary, and multi-cultural issues in the literature.
B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the late Romantic Period to the present day by:
2. analyzing the influence of British culture and nationalism on writers from this period and their texts.
3. analyzing the rich and diverse indigenous, colonial, and emerging cultural influences on literature of this period.
4. analyzing ethical, philosophical, political, religious, and social perspectives in literature of this period.
5. investigating the portrayal of gender roles in literature of this period.
8. demonstrating via discussion and writing an awareness of the way Britain's past has shaped its linguistic and literary present.

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).

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:
N/A

Requesting Faculty: Kella Svetich Date: 2/22/10

Division Curr Rep: Kella Svetich Date: 2/22/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 48A-SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **ENGL 48A - SURVEY OF EARLY AMERICAN LITERATURE: 1492-1864**

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, Spanish, English, African and other writers.

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

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

Supporting element(s) from the CoR:

2A6. Comparing widely divergent male and female perspectives regarding the function of literature and women's role in society.

2A7. Tracing the development of race and class in the evolution of American literature and society.

2B6. Assessing the origins and impact of slavery on American literature, politics, economics, and society.

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

Supporting element(s) from the CoR:

2A6. Assessing the origins and impact of slavery on American literature, politics, economics, and society.

2B7. Demonstrating via discussion and in writing an awareness of the way Americaís past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2B4. Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.

4A4. Identifying the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights, evolving gender roles, and conflicting attitudes toward sexuality.

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

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Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A2. Recognizing the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, narrative histories, Native American oral literature, Puritan spiritual meditations, African American slave narratives, autobiographies, and essays.

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

Supporting element(s) from the CoR:

2A2. Applying a variety of critical and theoretical criteria to evaluation of the literature of this period.

2A5. Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

6. Methods of Evaluation -

A. Quizzes (comprehension, basic interpretation)
B. Participation in class discussion
C. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
D. Formal papers (analysis, argument, self-analysis, new synthesis)
E. Preparing and leading discussion groups
F. Posters, oral presentations, critical reading journals, and similar activities

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

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

Supporting element(s) from the CoR:

4A4. Identifying the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights, evolving gender roles, and conflicting attitudes toward sexuality.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A2. Recognizing the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, narrative histories, Native American oral literature, Puritan spiritual meditations, African American slave narratives, autobiographies, and essays.

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

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

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, Spanish, English, African and other writers.

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A2. Recognizing the major features of common genres of the period, including satire, lyric poetry, narrative poetry, drama, novel, narrative histories, Native American oral literature, Puritan spiritual meditations, African American slave narratives, autobiographies, and essays.

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

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

Supporting element(s) from the CoR:

2A4. Appraising the literature through interpretations and arguments in written and oral forms.

2A5. Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

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

Supporting element(s) from the CoR:.

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

6. Methods of Evaluation -

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AREA I - HUMANITIES

A. Quizzes (comprehension, basic interpretation)
B. Participation in class discussion
C. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
D. Formal papers (analysis, argument, self-analysis, new synthesis)
E. Preparing and leading discussion groups
F. Posters, oral presentations, critical reading journals, and similar activities

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).

Supporting element(s) from the CoR:

4A4. Identifying the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights, evolving gender roles, and conflicting attitudes toward sexuality.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Scott Lankford Date: February 20, 2010

Division Curr Rep: Kella Svetich Date: 2/20/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48B: AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48B: AMERICAN LITERATURE IN THE GILDED AGE: 1865-1914

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

2B4. Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.
2B5. Investigating the depiction of male and female gender roles in the development of the literature of this period.
2B6. Assessing the origins and impact of reconstruction, race segregation, and economic class divisions in American literature and society.
2B7. Demonstrating via discussion and in writing an awareness of the way America's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2A6. Comparing widely divergent male and female perspectives regarding the form and function of literature in society.
2A7. Tracing the development of race and class in the evolution of American literature and society.

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

Supporting element(s) from the CoR:

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

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

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, African American, Asian American, Anglo American, and Latino American writers of the period.

2B7. Demonstrating via discussion and in writing an awareness of the way America's past has shaped its linguistic and literary present.

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

Supporting element(s) from the CoR:

2A2. Applying a variety of critical and theoretical criteria to evaluation of the literature of this period.
2B1. Applying the historical and the most recent tools of literary criticism.

General Education Review Request
AREA I - HUMANITIES

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

Supporting element(s) from the CoR:

2A4. Appraising the literature through interpretations and arguments in written and oral forms.

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

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

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

Supporting element(s) from the CoR:

4A2. Recognizing the major literary innovations of the period, including experimental forms of poetry, dialect, psychological realism, naturalism, local color, and stream-of-consciousness narration.

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

4A4. · Identifying the role of literary representations in creating (and subverting) significant American political ideologies of the era, including race segregation, imperialism, isolationism, womenís suffrage, and the conservation movement.

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

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, African American, Asian American, Anglo American, and Latino American writers of the period.

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A2. Recognizing the major literary innovations of the period, including experimental forms of poetry, dialect, psychological realism, naturalism, local color, and stream-of-consciousness narration.

General Education Review Request
AREA I - HUMANITIES

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

4A4. Identifying the role of literary representations in creating (and subverting) significant American political ideologies of the era, including race segregation, imperialism, isolationism, womenís suffrage, and the conservation movement.

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

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

Supporting element(s) from the CoR:

2A4. Appraising the literature through interpretations and arguments in written and oral forms.

2A5. Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

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

Supporting element(s) from the CoR:.

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

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).

Supporting element(s) from the CoR:

4B1. Ongoing development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
4B2. Increasingly powerful use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
4B3. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors
4B4. Psychological realism in the fictions of authors such as Edith Wharton and Henry James
4B5. Studies of African American culture and politics by authors such as Washington and Dubois.
4B6. Native American autobiographies by authors such as Sarah Winnemucca, Zitkala Za, and Standing Bear.
4B7. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
4B8. Portraits of Spanish California by Helen Hunt Jackson, Joaquin Miller, and others.

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).

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:

Requesting Faculty: Scott Lankford Date: February 20, 2010

Division Curr Rep: Kella Svetich Date: 2/20/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48C Modern American Literature 1914-Present

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: English 48C: Modern American Literature 1914 - Present

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

2A2. Applying a variety of critical and theoretical criteria to evaluation of modern literature.

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A4. Identifying the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution.

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

Supporting element(s) from the CoR:

4A2. Recognizing the major literary innovations of the period, including modernism, stream-of-consciousness narration, the use of antiheroes, non-linear plots, multiple perspectives, and postmodernism.

4A4. Identifying the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution.

4B. Periods, Authors, Genres: Students will develop knowledge of the relevant texts and concepts in the evolution of 20th Century American Literature including:

1. **Modernist poetry and poetics by Pound, Eliot, Stevens, HD, Moore, and/or others.**
2. **Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, Singer and others.**
3. **Harlem Renaissance aesthetic and political manifestos by authors such as Cullen, Hurston, McKay, and Hughes**
4. **The literature of social criticism as practiced by Dreiser, Sinclair, and/or Steinbeck**
5. **Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder**
6. **Native American texts by authors such as Momaday, Erdrich, and Alexie**
7. **Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, Chaeng-Rae Lee, Mirikitani, and Mura.**
8. **Latino/a texts by authors such as Morraga, Anzaldua, Cisneros, and Annaya**
9. **Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison**

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

Supporting element(s) from the CoR:

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

General Education Review Request
AREA I - HUMANITIES

2B4. Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.

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

Supporting element(s) from the CoR:

4A2. Recognizing the major literary innovations of the period, including modernism, stream-of-consciousness narration, the use of antiheroes, non-linear plots, multiple perspectives, and postmodernism.

2A1. Evaluating, understanding, and interpreting major literary texts of this period.

2A4. Appraising the literature through interpretations and arguments in written and oral forms.

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

Supporting element(s) from the CoR:

4A. Students will develop critical thinking skills by: Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

1. **Analyzing the variety of ethical, philosophical, political, religious, and social perspectives in the literature of this period.**

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

Supporting element(s) from the CoR:

2B2. Analyzing the rich and diverse Native American, African American, Asian American, Anglo American and Latino American cultural influences on the development of the uniquely American literary genres and voices of this period.

2B7. Demonstrating via discussion and in writing an awareness of the way America's past has shaped its linguistic and literary present.

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

6. Methods of Evaluation -

1. **Quizzes (comprehension, basic interpretation)**
2. **Participation in class discussion**
3. **In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)**
4. **Formal papers (analysis, argument, self-analysis, new synthesis)**
5. **Preparing and leading discussion groups**
6. **Posters, oral presentations, critical reading journals, and similar activities**

General Education Review Request
AREA I - HUMANITIES

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

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

Supporting element(s) from the CoR:

2A5. Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

2A6. Comparing widely divergent male and female perspectives regarding the form and function of literature in society.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A3. Studying examples of criticism and rhetoric of the periods to understand what features of literary style were most valued by writers during their own eras.

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

Supporting element(s) from the CoR:

2B2. Analyzing the rich and diverse Native American, African American, Asian American, Anglo American and Latino American cultural influences on the development of the uniquely American literary genres and voices of this period.

2B3. Analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.

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

Supporting element(s) from the CoR:

4A1. Students will develop critical reasoning skills and a broad knowledge of common literary critical theories through these specific activities: Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

4A4. Students will develop critical reasoning skills and a broad knowledge of common literary critical theories through these specific activities: Identifying the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution.

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

General Education Review Request
AREA I - HUMANITIES

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

Supporting element(s) from the CoR:

2A. Develop critical thinking skills by:

1. Evaluating, understanding, and interpreting major literary texts of this period.

2. Applying a variety of critical and theoretical criteria to evaluation of modern literature.

3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, African American, Asian American, Anglo American, and Latino American writers of the modern period.

4. Appraising the literature through interpretations and arguments in written and oral forms.

5. Collaborating in clarifying, explaining, and resolving interpretive issues or problems.

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

Supporting element(s) from the CoR:.

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

Supporting element(s) from the CoR:

2B7. Demonstrating via discussion and in writing an awareness of the way America's past has shaped its linguistic and literary present.

4A1. Employing a variety of contemporary literary critical approaches, such as textual, historicist, reader response, structuralist, archetypal, psychological, feminist, postcolonial, and cultural criticism.

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).

Supporting element(s) from the CoR:

2A3. Analyzing and comparing competing cultural representations of America and its peoples by Native American, African American, Asian American, Anglo American, and Latino American writers of the modern period.

2A7. Tracing the role of race and class in the evolution of American literature and society.

2B6. Assessing the origins and impact of reconstruction, race segregation, and economic class divisions in American literature and society.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Jordana Finnegan Date: February 20, 2010

General Education Review Request
AREA I - HUMANITIES

Division Curr Rep: Kella Svetich Date:2/20/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MUS 2A_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 2--A Great Composers and Music Masterpieces of Western Civilization

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

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Trace and describe the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Compare and contrast repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.

Analyze most important primary source materials written by philosophers, theorists and diarists of the period.

Describe musical practices in other cultures with particular emphasis on musical form, instruments, genres and social/cultural functions of music.

Compare music of Western culture with that of other world cultures.

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

Matching course objective(s):

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events.

Trace and describe the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

General Education Review Request
AREA I - HUMANITIES

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

Matching course objective(s):
Trace and describe the historical development of musical style in Western culture in relation to the political,economic, social, religious developments and values of the time.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

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

Matching course objective(s):
Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

Study of specific musical works:
1. Sacred vocal music (plainchant, early polyphony, masses, motets, oratorios, passions and cantatas).
2. Secular vocal music (Troubadour songs, Italian and English Madrigals, opera).
3. Instrumental music (preludes, fugues, toccatas, passacaglia, fantasias, dance suites, sonata da chiesa and sonata da camera).
4. Composer biographies (Josquin, Lassus, members of the Florentine Camarata, Palestrina, Monteverdi, Purcell, Vivaldi, Handel and Bach).

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

Matching course objective(s):
Trace and describe the historical development of musical style in Western culture in relation to the political,
economic, social, religious developments and values of the time.

Critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

Analyze important primary source materials written by philosophers, theorists and diarists of the period.

Describe musical practices in other cultures with particular emphasis on musical form, instruments, genres
and social/cultural functions of music.

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

Matching course objective(s):
identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Trace and describe the historical development of musical style in Western culture in relation to the political,
economic, social, religious developments and values of the time.

Reading and writing assignments will include:
A. Weekly readings from the textbook and other outside sources
B. Taking notes from the in-class lectures
C. Writing film reviews, concert reports, individual research projects, historical/analytical papers
D. Answering synthesis questions based on the readings and lectures

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

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

Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Music fundamentals: melody, rhythm, harmony, texture, timbre, ornamentation.

Style characteristics and function of music in the ancient world through the Baroque period. Comparison and contrast to music of other world cultures.

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

Matching course objective(s):
Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Style characteristics and function of music in the ancient world through the Baroque period. Comparison and contrast to music of other world cultures.

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

Matching course objective(s):
Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

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

Matching course objective(s):

Describe musical practices in other cultures with particular emphasis on musical form, instruments, genres and social/cultural functions of music.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

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

Matching course objective(s):

Trace and describe the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Compare and contrast repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.

Critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

Analyze most important primary source materials written by philosophers, theorists and diarists of the period.

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): Please see course outline:

Analyze most important primary source materials written by philosophers, theorists and diarists of the period.

Critique good performance from bad from the perspectives of artistic quality and appropriate historical

performance practice.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. These activities are delivered through online audio clips and on reserve in the Media Center. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

Reading and writing assignments will include:
A. Weekly readings from the textbook and other outside sources
B. Taking notes from the in-class lectures
C. Writing film reviews, concert reports, individual research projects, historical/analytical papers
D. Answering synthesis questions based on the readings and lectures

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

Matching course objective(s): n/a

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

Matching course objective(s):

Music fundamentals: melody, rhythm, harmony, texture, timbre, ornamentation.

Reading and writing assignments will include:
A. Weekly readings from the textbook and other outside sources
B. Taking notes from the in-class lectures
C. Writing film reviews, concert reports, individual research projects, historical/analytical papers
D. Answering synthesis questions based on the readings and lectures

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):
Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), and their parallels in other world cultures.

Compare music of Western culture with that of other world cultures.

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).

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Matching course objective(s):

Trace and describe the historical development of musical style in Western culture in relation to the political economic, social, religious developments and values of the time.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Lecture, discussion, cooperative learning exercises, oral presentations, electronic discussions/chat, laboratory, demonstration, field trips.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. These activities are delivered through online audio clips and on reserve in the Media Center. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

Requesting Faculty: Robert Hartwelll_____ Date: 12/15/09 rev. 10/24/11__

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval

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

2.2.10
GE Humanities Addendum
Elizabeth Barkley and Robert Hartwell

The following outcomes for Music 2A, 2B, 2C, 2D, 8, and 8H meet the following (missing) requirements:

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

Unless otherwise stated, all the following outcomes are taken from Section 2 (Expected Outcomes) on the Course Outlines of Record.

Music 2A: Great Composers and Music Masterpieces of Western Civilization
From: Expected Outcomes (Section 2)

A. identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.
B. apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.
C. trace and describe the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.
D. compare and contrast repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.
F. analyze most important primary source materials written by philosophers, theorists and diarists of the period.
G. describe musical practices in other cultures with particular emphasis on musical form, instruments, genres and social/cultural functions of music.
H. compare music of Western culture with that of other world cultures.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 2A draws on history as students trace and describe the historical development of musical style in the Ancient World and the Medieval, Renaissance, and Baroque eras, concentrating on the social, historical, and cultural context that shaped each style's development. It also draws on the arts - specifically music - as students apply knowledge of musical style to identify various pieces of music by historical period and genre; compare and contrast repertoire of concert music; and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice. Students explore central questions about the meaning and experience of human life as they study how composers synthesize or transform the aesthetic ideals of their time and learn how the composers' music reflects their own lives as well as mirrors

contemporary social, political, and religious events. Additionally, students are exposed to these questions as they analyze important primary source materials written by philosophers, theorists and diarists of the period.

Music 2B: Great Composers and Music Masterpieces of Western Civilization
From: Expected Outcomes (Section 2)

A. identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.
B. apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.
C. comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 2B draws on history as students trace and describe the historical development of musical style in the Classical and early Romantic periods, concentrating on the social, historical, and cultural context that shaped each style's development. It also draws on the arts - specifically music - as students apply knowledge of musical style to identify various pieces of music by historical period and genre; compare and contrast repertoire of concert music; and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice. Students explore central questions about the meaning and experience of human life as they study how composers synthesize or transform the aesthetic ideals of their time and learn how the composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Additionally, students are exposed to these questions as they analyze important primary source materials written by philosophers, theorists and diarists of the period.

Music 2C: Great Composers and Music Masterpieces of Western Civilization
From: Expected Outcomes (Section 2)

A. identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.
B. apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.
C. comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.
E. Compare music of Western culture with that of other world cultures.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 2C draws on history as students trace and describe the historical development of musical style from mid-19th

Century Romanticism through the present, concentrating on the social, historical, and cultural context that shaped each style's development. It also draws on the arts - specifically music - as students apply knowledge of musical style to identify various pieces of music by historical period and genre; compare and contrast repertoire of concert music; and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice. Students explore central questions about the meaning and experience of human life as they study how composers synthesize or transform the aesthetic ideals of their time and learn how the composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Additionally, students are exposed to these questions as they analyze important primary source materials written by philosophers, theorists and diarists of the period.

Music 2D: World Music: Roots to Contemporary Global Fusion

From: Expected Outcomes (Section 2)

A. identify musical styles from a variety of global cultures based on structural characteristics related to melody, harmony, rhythm, instrumentation, and form;
B. describe the development of each style in relation to the historical and cultural context in which that style was created and interpreted;
D. use this knowledge to deepen their appreciation of the ways music can be a powerful tool for communicating our common humanity within the context of diverse cultures.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 2D draws on history as students study the historical development of world music styles from their roots in the ethnic traditions of a specific culture to their forms in contemporary society. It also draws on the arts - specifically music - as students study the elements that make each style distinctive from a purely musical perspective. Students explore central questions about the meaning and experience of human life as they study the social, historical, and cultural context that shaped each style's development. For example in Module 3, The Music of the Middle East, students learn about the impact of the three major religions (Judaism, Christianity, and Islam) on music traditions and practitioners. When they focus on the music of Israel, they study the impact of the Jewish diaspora, and how cultures of the diaspora that have returned to Israel are impacting that country's contemporary music traditions.

Music 8: Music of Multicultural America

From: Expected Outcomes (Section 2)

A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).

B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 8 draws on history as students study the historical experience of five broad constituent groups in the United States (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans). For example in Module 2 (See Section 4B), Music of Native Americans, students study Native American relations with the United States from early contact to the present (including coverage of important legislation such as the Trade and Intercourse Acts, Removal Acts, Allotment Acts and the policies associated with termination and self-determination). Music 8 also draws on the arts - specifically music - as students study musical styles such as Folk, Spirituals, Gospel, Soul, Blues, Jazz, Rap, Cajun, Zydeco, Salsa and Tejano, analyzing these styles from both a technical and a cultural perspective. Students explore central questions about the meaning and experience of human life as they study how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture and recognize how the social values of a given culture deeply influence its music. Finally, Music 8 also draws on other arts as students examine and discuss the relationship of musical expression to other forms of artistic expression.

Music 8H: Music of Multicultural America
From: Expected Outcomes (Section 2)

A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

Narrative supplement drawn from Catalogue Description, Expected Outcomes, and Expanded Description of Course Content: Music 8 draws on history as students study the historical experience of five broad constituent groups in the United States (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans). For example in Module 2 (See

Section 4B), Music of Native Americans, students study Native American relations with the United States from early contact to the present (including coverage of important legislation such as the Trade and Intercourse Acts, Removal Acts, Allotment Acts and the policies associated with termination and self-determination). Music 8 also draws on the arts - specifically music - as students study musical styles such as Folk, Spirituals, Gospel, Soul, Blues, Jazz, Rap, Cajun, Zydeco, Salsa and Tejano, analyzing these styles from both a technical and a cultural perspective. Students explore central questions about the meaning and experience of human life as they study how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture and recognize how the social values of a given culture deeply influence its music. Finally, Music 8 also draws on other arts as students examine and discuss the relationship of musical expression to other forms of artistic expression.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title:MUS 2B_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 2B Great Composers and Music Masterpieces of Western Civilization

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

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the Classical period up through early Romanticism. Composers include Gluck, Haydn, Mozart, Beethoven, Schubert and Weber.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the Classical period up through early Romanticism.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Style characteristics and function of music from the beginning of the Classical period through the works of Beethoven.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Identify various musical styles; use knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Identify various musical styles; use knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Expand repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption,

freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Identify various musical styles; use knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Writing film reviews, concert reports, individual research projects, historical/analytical papers. Answering synthesis questions based on the readings and lectures.

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

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

Matching course objective(s):

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

Style characteristics and function of music from the beginning of the Classical period through the works of Beethoven.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

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

Matching course objective(s):

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

Style characteristics and function of music from the beginning of the Classical period through the works of Beethoven.

Identify various musical styles; use knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

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

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s):
Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Compare music of Western culture with that of other world cultures.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the Classical period up through early Romanticism.

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

Matching course objective(s):

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Examines how composers' music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical periods include the Classical period up through early Romanticism.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Writing film reviews, concert reports, individual research projects, historical/analytical papers

Answering synthesis questions based on the readings and lectures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

General Education Review Request
AREA I - HUMANITIES

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

Matching course objective(s):

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. These activities are delivered through online audio clips and via materials on reserve in the Media Center. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

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

Matching course objective(s): n/a

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

Matching course objective(s):

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style.

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):

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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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):

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. These activities are delivered through online audio clips and via materials on reserve in the Media Center.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Requesting Faculty: Robert Hartwelll Date: 12/15/09 rev. 10 24/11

Division Curr Rep: Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 2C_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 2--A Great Composers and Music Masterpieces of Western Civilization

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

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how their music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical period is mid-19th Century Romanticism through the present.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

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

Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Expand repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time

Comparison and contrast to music of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Style characteristics and function of music from the mid-19th century through the present.
1. Vocal music (opera).
2. Instrumental music forms (concert overture, modified versions of forms studied in previous classes, including ternary and binary).
3. Composer biographies (Schumann, Chopin, Mendelssohn, Brahms, Berlioz, Liszt, Tchaikovsky, Strauss, Verdi, Wagner, Bizet, Mussourgsky, Debussy, Ravel, Ives, Cowell, Bartok, Berg, Webern, Stravinsky, Copland, Varese, Babbitt, Cage, Crumb, Legeti, Penderecki, Reich, Glass, Adams.

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

Matching course objective(s):

Introduction to the great composers and music masterpieces of Western culture. Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how their music reflects their own lives as well as mirrors contemporary social, political, and religious events. Historical period is mid-19th Century Romanticism through the present.

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

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

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Expand repertoire of concert music through familiarity with a broad sampling of works, composers, styles and genres.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Weekly readings from the textbook and other outside sources.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

Style characteristics and function of music from the mid-19th century through the present.

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

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

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Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

Style characteristics and function of music from the mid-19th century through the present.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

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

Matching course objective(s):

Identify various musical styles; use this knowledge to extend and enrich music comprehension and enjoyment.

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music
structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style.

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

Matching course objective(s):

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Compare music of Western culture with that of other world cultures.

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

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

Matching course objective(s):

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Comparison and contrast to music of other world cultures.

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AREA I - HUMANITIES

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

Matching course objective(s):

Includes composer biographies with emphasis on how composers synthesize or transform the aesthetic ideals of their time. Examines how their music reflects their own lives as well as mirrors contemporary social, political, and religious events.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures.

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):

Apply knowledge of musical style from Western culture to identify various pieces of music by historical period and genre.

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

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

Matching course objective(s): n/a

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

Matching course objective(s):

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Answering synthesis questions based on the readings and lectures

Music fundamentals - melody, rhythm, harmony, texture, timbre, ornamentation.

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Style characteristics and function of music from the mid-19th century through the present.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

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):

Identification of major themes of the culture at each period in history (divine authority, redemption, freedom, artistic creativity and originality, political, social, religious ideologies, gender roles), their definition in other periods in Western culture and their parallels in other world cultures.

Comprehend the historical development of musical style in Western culture in relation to the political, economic, social, religious developments and values of the time.

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):

Writing film reviews, concert reports, individual research projects, historical/analytical papers.

Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding music structural characteristics (rhythm, melody, form, instrumentation, and harmony), genre, and style. These activities are delivered through online audio clips and via materials on reserve in the Media Center. Additional opportunities are provided through critical analysis of live concerts, films and documentaries. Learning is assessed in weekly module quizzes and essays.

Requesting Faculty: Robert Hartwelll _____ Date: 12/15/09 rev 10/24/11___

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

General Education Review Request
AREA I - HUMANITIES

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MUS 8_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: _____

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

Depth Map: Must include the following:

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

Matching course objective(s):

A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

E. recognize how the social values of a given culture deeply influence its music.
C. compare and contrast this repertoire.

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

Matching course objective(s):

D. examine and discuss the relationship of musical expression to other forms

of artistic expression, and to culture generally.
C. compare and contrast this repertoire.

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

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

Matching course objective(s):

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

Matching course objective(s):
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

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

Matching course objective(s):
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
C. compare and contrast this repertoire.

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

Matching course objective(s):
A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
C. compare and contrast this repertoire.

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

Matching course objective(s):
C. compare and contrast this repertoire.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

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

General Education Review Request
AREA I - HUMANITIES

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

Matching course objective(s):

D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

From "Examples of Required Reading and Writing Assignments:"

1. Reading Assignments: Reading of 1 textbook chapter for each of the 17 module topics (e.g., Chapter 1: Context; Chapter 2: Music Traditions of Native Americans) plus online summary. Additional reading and research required for Comprehensive Project.

2. Writing Assignments: Three 1000-word essays responding to a prompt such as:

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re-claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European-based music in Church) or celebrate uniqueness (by emphasizing African traditions).

Using the broad definition of "political" above, write a 1000-word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

1. music's role in defining ethnic/racial communities,
2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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):

From "Examples of Required Reading and Writing Assignments:"

2. Writing Assignments: Three 1000-word essays responding to a prompt such as:

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AREA I - HUMANITIES

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re-claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European-based music in Church) or celebrate uniqueness (by emphasizing African traditions).

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3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

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):

From “Examples of Required Reading and Writing Assignments:”

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2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

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):

Requesting Faculty: Elizabeth Barkley_____ Date: 1-24-2010_____

Division Curr Rep: Simon Pennington_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 8H: Honors Music Of Multicultural America

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Music 8H: Honors Music Of Multicultural America

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

Depth Map: Must include the following:

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

Matching course objective(s):

A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
E. recognize how the social values of a given culture deeply influence its music.

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

Matching course objective(s):

E. recognize how the social values of a given culture deeply influence its music.
C. compare and contrast this repertoire.

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

Matching course objective(s):

D. examine and discuss the relationship of musical expression to other forms

of artistic expression, and to culture generally.
C. compare and contrast this repertoire.

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

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

Matching course objective(s):

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

Matching course objective(s):
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

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

Matching course objective(s):
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.
C. compare and contrast this repertoire.

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

Matching course objective(s):
A. describe the historical experience and musical traditions of five broad constituent groups (Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans).
B. describe how each ethnic group's musical traditions mirror the various patterns of that group's assimilation or isolation in relation to mainstream American culture.
C. compare and contrast this repertoire.

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

Matching course objective(s):
C. compare and contrast this repertoire.
D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

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

General Education Review Request
AREA I - HUMANITIES

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

Matching course objective(s):

D. examine and discuss the relationship of musical expression to other forms of artistic expression, and to culture generally.

From "Examples of Required Reading and Writing Assignments:"

1. Reading Assignments: Reading of 1 textbook chapter for each of the 17 module topics (e.g., Chapter 1: Context; Chapter 2: Music Traditions of Native Americans) plus online summary. Additional reading and research required for Comprehensive Project.

2. Writing Assignments: Three 1000-word essays responding to a prompt such as:

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re-claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European-based music in Church) or celebrate uniqueness (by emphasizing African traditions).

Using the broad definition of "political" above, write a 1000-word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

1. music's role in defining ethnic/racial communities,
2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

B2. Computation (application of mathematical concepts, and/or using principles of data collection andanalysis 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):

From "Examples of Required Reading and Writing Assignments:"

2. Writing Assignments: Three 1000-word essays responding to a prompt such as:

General Education Review Request
AREA I - HUMANITIES

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re-claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European-based music in Church) or celebrate uniqueness (by emphasizing African traditions).

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2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

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):

From “Examples of Required Reading and Writing Assignments:”

1. Reading Assignments: Reading of 1 textbook chapter for each of the 17 module topics (e.g., Chapter 1: Context; Chapter 2: Music Traditions of Native Americans) plus online summary. Additional reading and research required for Comprehensive Project.

2. Writing Assignments: Three 1000-word essays responding to a prompt such as:

One theme that underlies most of the music in Part 2 is the political importance of music. In this context, political means music's role supporting or defining an ethnic, racial, or cultural identity (sometimes in opposition to the mainstream). For example, jazz went through several stages of evolution often as an attempt by African Americans to re-claim a tradition that they felt had been appropriated by whites. The early struggles in Gospel music were because the African American community was divided on whether or not it was preferable to assimilate into the mainstream (using European-based music in Church) or celebrate uniqueness (by emphasizing African traditions).

General Education Review Request
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Using the broad definition of "political" above, write a 1000-word essay that describes the use of music for political purposes in the contemporary United States. Areas to include are

1. music's role in defining ethnic/racial communities,
2. music that supports or opposes military efforts,
3. music used for patriotic purposes,
4. the ways in which music separates or unites socio-economic class, and
5. the ways in which music has affected you personally on a political basis.

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):

Requesting Faculty: Elizabeth Barkley_____ Date: 1-24-2010_____

Division Curr Rep: Simon Pennington_____ Date: 1.24.10_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 2: Political Philosophy

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **Philosophy 2: Political Philosophy**

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

- Human nature and the State.
  1. The State of Nature.
     a. Aristotle.
     b. Locke.
     c. Hobbes.
     d. Montesquieu.
     e. Rousseau.
     f. Marx.
     g. Darwin.

  The role of Women in the State.

  . Plato.
     a. Aristotle.
     b. Rousseau.
     c. Wollstonecraft.
     d. Mill.
     e. Gilligan.
     f. Jagger.

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

Supporting element(s) from the CoR:

Social and political philosophies of classical, modern and contemporary thinkers. Issues of concern to include the justification and structure of the political state, constitution of government, individual rights and distribution of wealth.

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

Supporting element(s) from the CoR:

- Democracy and its potential problems.
  1. Democratic ideals.
     a. Rousseau.
     b. Kant.
     c. Mill.
     d. Rawls.

  Against democracy.

  . Plato.
     a. Frederick the great and the concept of enlightened despotism.

  Dangers of Democracy.
     . Aristotle.
     a. Madison.

b. De Tocqueville.

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

Supporting element(s) from the CoR:
Students will be able to understand varying conceptions and justifications of political states.

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

Supporting element(s) from the CoR:

- Economic Justice.
  1. Private property.
     a. Locke and Labor based property theory.
     b. Rousseau.
     c. Hegel.
     d. Marx.
     e. Nozick.

  The Market.

  . Smith and the free market.
     a. Marxist response to capitalist free market.
     b. Friedman.

  Distributive justice.
     . Aristotle.
     a. Hume.
     b. Marx.
     c. Rawls.
     d. Nozick.

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

Supporting element(s) from the CoR:
6. Methods of Evaluation -

A. Examinations.
B. Quizzes.
C. Essays.
D. Term papers.
E. reading responses.

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

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

General Education Review Request
AREA I - HUMANITIES

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

Supporting element(s) from the CoR:

- Nationalism.
  a. Berlin.
  b. Macintyre.
- Minority rights.
  a. Affirmative action.
  b. secessionist movements.
- International justice.
  a. Famine.
    1. Singer.
    2. O'neill.

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

Supporting element(s) from the CoR:

1. Essays.
2. Term papers.
3. reading responses.

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

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

Supporting element(s) from the CoR:

1. Essays.
2. Term papers.
3. reading responses.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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).

Supporting element(s) from the CoR:

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).

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia Date: 8-9-10

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 20a: History of Western Philosophy from Socrates to through St. Thomas_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **Philosophy 20a: History of Western Philosophy from Socrates to through St. Thomas**____

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the periods of Greek antiquity, with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

Supporting element(s) from the CoR:
assess the importance of major ancient Greek and Medieval philosophers in Western Culture.

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

Supporting element(s) from the CoR:
Central metaphysical and epistemological doctrines including the theory of forms, knowledge and belief distinction, and the rational/irrational parts of the soul doctrine

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

Supporting element(s) from the CoR:
assess the importance of major ancient Greek and Medieval philosophers in Western Culture.

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the periods of Greek antiquity, with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

Supporting element(s) from the CoR:
compare the theories and supporting arguments of major philosophers studied.

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

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

Supporting element(s) from the CoR:
compare the theories and supporting arguments of major philosophers studied.

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

Supporting element(s) from the CoR:

General Education Review Request
AREA I - HUMANITIES

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the periods of Greek antiquity, with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the periods of Greek antiquity, with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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).

Supporting element(s) from the CoR:

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).

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia _____ Date: 8-10-10 _____

Division Curr Rep: Bill Ziegenhorn _____ Date: 8-12-10 _____

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 20b: History of Western Philosophy from the Renaissance through Kant_____

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **Philosophy 20b: History of Western Philosophy from the Renaissance through Kant**_____

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the early modern period with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

Supporting element(s) from the CoR:
compare the theories and supporting arguments of major philosophers studied.

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the early modern period with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

Supporting element(s) from the CoR:
Examination of Western philosophy in the early modern period with an emphasis on major philosophers such as Descartes, Hume and Kant.

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

Supporting element(s) from the CoR:
formulate and summarize the philosophical views of important Western Philosophers in the early modern period with an emphasis on metaphysical, epistemological, moral and political theories of the philosophers studied.

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

Supporting element(s) from the CoR:
Short papers

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

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

Supporting element(s) from the CoR:
compare the theories and supporting arguments of major philosophers studied.

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

General Education Review Request
AREA I - HUMANITIES

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
analyze and summarize interconnections between early modern philosophy and the developing modern science.

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

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

Supporting element(s) from the CoR:
Short papers

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
analyze and summarize interconnections between early modern philosophy and the developing modern science.

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).

Supporting element(s) from the CoR:

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).

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia_____ Date: 8-10-10_____

General Education Review Request
AREA I - HUMANITIES

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHIL 20C CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHIL 20C CONTEMPORARY PHILOSOPHY: 19TH & 20TH CENTURY THOUGHT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:
Recognize the importance and influence of 19th and 20th century philosophy upon contemporary Western culture.

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

Supporting element(s) from the CoR:
Compare and contrast the positions of the major philosophers of the period, as well as trace the dialectical progression and advancement of the major 19th and 20th century theories.

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

Supporting element(s) from the CoR:
- German Idealism
    1. Johann Fichte
    2. Friedrich Schelling
    3. G.F.W. Hegel
    4. Arthur Schopenhauer

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

Supporting element(s) from the CoR:
Survey of the history of western philosophy during the 19th and 20th centuries. Examination of major philosophic developments, theories and movements. Special attention to the influence of 19th and 20th century thought on our contemporary world view.

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

Supporting element(s) from the CoR:
- Utilitarianism
    1. Jeremy Bentham
    2. John Stuart Mill

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

Supporting element(s) from the CoR:
Reading analysis essays.

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

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

Supporting element(s) from the CoR:

- Ordinary Language Philosophy
  1. Later Wittgenstein
  2. Gilbert Ryle
- Analytic Philosophy
  1. W.V.O Quine
  2. Thomas Kuhn
  3. Hilary Putnam

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

- Hermeneutics and Post-modernism
  1. Hans Gadamer
  2. Michel Foucault
  3. Jacques Derrida

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

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

Supporting element(s) from the CoR:

Reading analysis essays.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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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).

Supporting element(s) from the CoR:

Recognize the importance and influence of 19th and 20th century philosophy upon contemporary Western culture.

Special attention to the influence of 19th and 20th century thought on our contemporary world view.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia Date: 8-10-10

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Philosophy 24: Comparative World Religions

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **Philosophy 24: Comparative World Religions**

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

A. identify the historical development and cultural context of each religion.
B. examine the philosophic underpinnings expressed in religious mythology of each religion.
C. analyze artistic expressions of religious concepts.
D. examine and evaluate a variety of religious scripture from the eastern traditions.
E. compare and contrast the components of the major Asian religions.

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

Supporting element(s) from the CoR:

1. examine and evaluate a variety of religious scripture from the eastern traditions.

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

Supporting element(s) from the CoR:

- Understand the nature and definition of religion.
  1. Philosophic understanding.
     a. Metaphysical and ontological concepts in Asian religion.
     b. Ethical implications of these religions.

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

Supporting element(s) from the CoR:

A. identify the historical development and cultural context of each religion.
B. examine the philosophic underpinnings expressed in religious mythology of each religion.
C. analyze artistic expressions of religious concepts.
D. examine and evaluate a variety of religious scripture from the eastern traditions.
E. compare and contrast the components of the major Asian religions.

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

Supporting element(s) from the CoR:

- Practical dimensions of religious study.

a. What are the religious practices and how do they influence culture and art.

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

Supporting element(s) from the CoR:

- Oral reports.
- Written reports.

General Education Review Request
AREA I - HUMANITIES

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

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

Supporting element(s) from the CoR:
- Non-reliance on words.

a. Flower Sermon.

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

Supporting element(s) from the CoR:
- practical dimensions of religious study.

a. What are the religious practices and how do they influence culture and art.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:
Every aspect of the course meets this criterion.

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

Supporting element(s) from the CoR:

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

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

Supporting element(s) from the CoR:
- Oral reports.
- Written reports.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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).

Supporting element(s) from the CoR:
- Practical dimensions of religious study.

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AREA I - HUMANITIES

b. What are the religious practices and how do they influence culture and art.
Understand the nature and definition of religion.
2. Philosophic understanding.
a. Metaphysical and ontological concepts in Asian religion.
b. Ethical implications of these religions.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia Date: 8-9-10

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHIL 25 COMPARATIVE WORLD RELIGIONS: WEST

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHIL 25 COMPARATIVE WORLD RELIGIONS: WEST

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:
gain knowledge of historic and contemporary development of man's religious ideas within the America experience.

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

Supporting element(s) from the CoR:
- understand the thought and culture of other peoples and the role of religion in human history.
- comprehend the history of the world's major religious systems as significant expressions of diversity and similarity as seen through the American perspective.

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

Supporting element(s) from the CoR:
understand the human need for religious expression.

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

Supporting element(s) from the CoR:
Origin, history and significant ideas of the world's major Western religions as seen through the practice and expression of contemporary American diversity. Comparisons of fundamental insights, ideals and contributions towards human moral heritage of primitive religion, Zoroastrianism, Judaism, Christianity, and Islam.

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

Supporting element(s) from the CoR:
Comparisons of fundamental insights, ideals and contributions towards human moral heritage of primitive religion, Zoroastrianism, Judaism, Christianity, and Islam.

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

Supporting element(s) from the CoR:
Written reports.

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

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

General Education Review Request
AREA I - HUMANITIES

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

- better appreciate one's own religion and how it might be viewed from the perspective of others.
- understand the thought and culture of other peoples and the role of religion in human history.

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

Supporting element(s) from the CoR:

comprehend the history of the world's major religious systems as significant expressions of diversity and similarity as seen through the American perspective.

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

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

Supporting element(s) from the CoR:

Written reports.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

Comparisons of fundamental insights, ideals and contributions towards human moral heritage of primitive religion, Zoroastrianism, Judaism, Christianity, and Islam.

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).

Supporting element(s) from the CoR:

- better appreciate one's own religion and how it might be viewed from the perspective of others.
- understand the thought and culture of other peoples and the role of religion in human history.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Brian Tapia Date: 8-10-10

General Education Review Request
AREA I - HUMANITIES

Division Curr Rep: Bill Ziegenhorn Date: 8-12-10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHOT 8: Photography of Multicultural America

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **PHOT 8: Photography of Multicultural America**

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

Depth Map: Must include the following:

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

General Education Review Request
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Matching course objective(s):
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

Matching course objective(s):
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

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

General Education Review Request
AREA I - HUMANITIES

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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):

Requesting Faculty: Ron Herman Date: 11/27/09

Division Curr Rep: Simon Pennington Date: Dec 26, 2009

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

GE Humanities Application Addendum
Ron Herman

The following outcomes for PHOT 8, 8H, 11, 11H meet the following (missing) requirements:

"A course meeting the humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life."

PHOT 8: Photography of Multicultural America
All of the outcomes of this course support this multidisciplinary approach with the strongest connection to arts and history and the next most direct connection to philosophy and literature. Examination of photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. Critical analysis of images from a wide range of genres including: commercial photography, portraiture, social documentary, photojournalism, ethnographic and scientific photography, erotica, and fine-art photography are discussed within their historical and social context.

Expected Outcomes:

A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

PHOT 8H: Honors Photography of Multicultural America
All of the outcomes of this course support this multidisciplinary approach with the strongest connection to arts and history and the next most direct connection to philosophy and literature. Examination of photography's role in shaping ideas about race, class, gender, sexuality and national identity in America. Critical analysis of images from a wide range of genres including: commercial photography, portraiture, social documentary, photojournalism, ethnographic and scientific photography, erotica, and fine-art photography are discussed within their historical and social context.

Expected Outcomes:

A. Describe the historical experience and photographic representation of minority groups in America.

B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

C. Identify the major photographers and genres through their photographs and philosophies.

D. Write about the important qualities of a photograph and compare and contrast one photograph to another.

E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

PHOT 11: Contemporary Issues in America

All of the outcomes of this course support this multidisciplinary approach with the strongest connection to arts and history and the next most direct connection to philosophy and literature. Survey of contemporary issues in photography. Critical theory and other issues surrounding contemporary photographic practices are explored through the style and content of work by selected contemporary photographers. Censorship, copyright, appropriation, and other current issues affecting the contemporary photographer are discussed. The interplay of traditional and digital photography and how it affects our concepts of truth, reality, society, and culture.

Expected Outcomes:

A. Compare and contrast various contemporary trends in photography and their affect upon aesthetics and techniques in the visual arts.

B. Trace the effects of other visual media upon photography, and the effect of photography upon other visual media.

C. Recognize the major photographic artists and gain insight into how contemporary photography has been influenced by their vision.

D. Understand better one's own abilities and potential in relation to current photographic styles and techniques.

E. Demonstrate understanding of the changing nature of photography that has accompanied the advent of electronic imaging.

F. Recognize the contributions made in this field by people from diverse cultures and backgrounds, and the contributions of photographers who work outside normal academic and artistic environments.

PHOT 11H: Honors Contemporary Issues in America

All of the outcomes of this course support this multidisciplinary approach with the strongest connection to arts and history and the next most direct connection to philosophy and literature. Survey of contemporary issues in photography. Critical theory and other issues surrounding contemporary photographic practices are explored through the style and content of work by selected contemporary photographers. Censorship, copyright, appropriation, and other current issues affecting the contemporary photographer are discussed. The interplay of traditional and digital photography and how it affects our concepts of truth, reality, society, and culture.

Expected Outcomes:

A. Compare and contrast various contemporary trends in photography and their affect upon aesthetics and techniques in the visual arts.
B. Trace the effects of other visual media upon photography, and the effect of photography upon other visual media.
C. Recognize the major photographic artists and gain insight into how contemporary photography has been influenced by their vision.
D. Understand better one's own abilities and potential in relation to current photographic styles and techniques.
E. Demonstrate understanding of the changing nature of photography that has accompanied the advent of electronic imaging.
F. Recognize the contributions made in this field by people from diverse cultures and backgrounds, and the contributions of photographers who work outside normal academic and artistic environments.

General Education Review Request
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Course Number & Title: PHOT 8H: Honors Photography of Multicultural America

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: **PHOT 8H: Honors Photography of Multicultural America**

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

Depth Map: Must include the following:

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

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Matching course objective(s):
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

Matching course objective(s):
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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

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

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Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
C. Identify the major photographers and genres through their photographs and philosophies.
D. Write about the important qualities of a photograph and compare and contrast one photograph to another.
E. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

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

Matching course objective(s):
A. Describe the historical experience and photographic representation of minority groups in America.
B. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

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):

Requesting Faculty: Ron Herman Date: 11/27/09

Division Curr Rep: Simomn Pennington Date: Dec 26, 2009

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: PHOT 10: History of Photography

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

Depth Map: Must include the following:

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

Matching course objective(s):
A. Analyze historic images to understand their technological and cultural significance.
C.Assess how photography influenced historic and modern painting and graphics and how those media, in turn, affect photography
D. Identify the major photographers through their photographs and philosophies.

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

Matching course objective(s):
F.Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.
G. Examine own photographic work in relation to the photographers and styles presented during the course.
H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

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

Matching course objective(s):
D. Identify the major photographers through their photographs and philosophies.
E. Compare and contrast the major photographic practitioners and photographic movements

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

Matching course objective(s):
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.
I. Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

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

Matching course objective(s):
A. Analyze historic images to understand their technological and cultural significance.
B. Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.
G. Examine own photographic work in relation to the photographers and styles presented during the course.
I. Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

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

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

Matching course objective(s):
A. Analyze historic images to understand their technological and cultural significance.

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

Matching course objective(s):

General Education Review Request
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C. Assess how photography influenced historic and modern painting and graphics and how those media, in turn, affect photography.
G. Examine own photographic work in relation to the photographers and styles presented during the course.

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

Matching course objective(s):
E. Compare and contrast the major photographic practitioners and photographic movements
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

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

Matching course objective(s):
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

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

Matching course objective(s):
B. Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.
H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

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):
A Analyze historic images to understand their technological and cultural significance.
B Evaluate how the photograph as an inexpensive and reproducible picture affected Nineteenth and Twentieth Century culture.
I Appraise and critique in writing the important qualities of a photograph and compare and contrast one photograph to another.

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):
A. Analyze historic images to understand their technological and cultural significance.
E. Compare and contrast the major photographic practitioners and photographic movements

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):
F. Analyze how contributions of photographers from different cultures and backgrounds contributed to the richness and diversity of modern photography.

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

General Education Review Request
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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):
H. Investigate how the technical evolution of the medium occurred and how techniques and technology affect reportage and vision.

Requesting Faculty: Kate Jordahl Date:11/29/09

Division Curr Rep: Date:

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 4: Intermediate Spanish I

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Course Number & Title: Span 4: Intermediate Spanish I

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:

Reading and discussion of texts dealing with the literature, arts, geography, history and culture of the Spanish-speaking world. Review and further development of the grammatical structures of first-year Spanish with emphasis on building communicative competence and expanding vocabulary about familiar topics and idiomatic usage.

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

Supporting element(s) from the CoR:

A. Discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

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

Supporting element(s) from the CoR:

B. compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing.

C. analyze historic developments in the Spanish speaking world.

D. analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods.

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

Supporting element(s) from the CoR:

1. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Spain, Mexico, Cuba, Puerto Rico, Guatemala and Dominican Republic

2. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas,

3. Appreciate the diversity of historical, cultural and regional contexts of Spanish-speaking peoples and cultures, identifying representative contributions to literature, the arts and sciences, and social and political life in Spain and Hispanic America.

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

Supporting element(s) from the CoR:

F. analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods.

G. demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.

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

Supporting element(s) from the CoR:

5. Summarize, narrate, describe contents of newspaper and magazine articles, and films shown in class orally and in writing
6. Formulate ideas, reactions, feelings
7. Compare and contrast cultures in the Hispanic world
8. Hypothesize and predict

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

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

Supporting element(s) from the CoR:

A. Language Functions. Writing

1. Social conventions for greetings, introductions and good-byes
2. Detailed directions
3. Detailed descriptions of persons, places, and objects
4. Historical events
5. Summarize, narrate, describe contents of newspaper and magazine articles, and films shown in class
6. Formulate ideas, reactions, feelings
7. Compare and contrast cultures in the Hispanic world
8. Hypothesize and predict

B. Vocabulary development

1. Vocabulary extension and practice pertaining literature, art, geography, history and culture of the Spanish speaking world
2. Vocabulary about familiar topics

C. Speaking

1. Narrate in the past, present and future
2. Description of historical events
3. Current events

D. Reading Comprehension.

1. Reading assignments with follow-up questions from textbook, and additional authentic reading materials such as: news reports, magazine articles, essays, brief literary pieces/samples
2. Explore a representative range of significant Hispanic contributions to literature, the creative arts, the sciences, and the social and political life and development of Spanish-speaking cultures

E. Grammatical Structures.
1. Definite and indefinite articles
2. Direct and indirect object pronouns
3. Uses of the verbs ser and estar
4. Preterite and Imperfect
5. Formal and Familiar Commands
6. The past participle
7. Comparisons of equality and inequality
8. Uses of indicative and subjunctive mood
9. Conditional tense, especially if clauses.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

1. Compare and contrast cultures in the Hispanic world
2. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Spain, Mexico, Cuba, Puerto Rico, Guatemala and Dominican Republic
3. Appreciate the diversity of historical, cultural and regional contexts of Spanish-speaking peoples and cultures, identifying representative contributions to literature, the arts and sciences, and social and political life in Spain and Hispanic America.

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

Supporting element(s) from the CoR:

1. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas

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

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

Supporting element(s) from the CoR:

A. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.

B. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

A. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.

B. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

C. give detailed descriptions of persons, places, objects and historical events

D. Summarize, narrate, describe contents of newspaper and magazine articles, and films shown in class. Formulate ideas, reactions, feelings

E. Compare and contrast cultures in the Hispanic world

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).

Supporting element(s) from the CoR:

3. Appreciate the diversity of historical, cultural and regional contexts of Spanish-speaking peoples and cultures, identifying representative contributions to literature, the arts and sciences, and social and political life in Spain and Hispanic America.

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).

Supporting element(s) from the CoR:

General Education Review Request
AREA I - HUMANITIES

Requesting Faculty: Elvira Coffin Date: 2-25-10

Division Curr Rep: Kella Svetich Date: 2/25/10

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval. The application in 3CMS matches the application.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 5: Intermediate Spanish II

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 5: Intermediate Spanish II

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Reading and discussion of texts dealing with the literature, arts, geography, history and culture of the Spanish-speaking world with emphasis on building communicative competence and expanding concrete vocabulary about new topics, and idiomatic usage.

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

A. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts

B. compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing.

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

B. critically assess and compare the student's own cultural assumptions in comparison with social and cultural values of Spanish-Speaking peoples and cultures, while recognizing new and emerging attitudes in contrast to traditional, established expectations, to include changes in the perception of gender roles and non-traditional lifestyles

C. analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods.

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

Supporting element(s) from the CoR:

1. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Central America and their Indigenous groups
2. Origin, development and diffusion of Spanish in the Americas

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

A. **Supporting element(s) from the CoR:**

2. Discuss issues such as gender roles, stereotypes, social structures and behaviors, and lifestyles, through the language, literature and arts of Spanish- speaking peoples and cultures.

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

B. summarize and synthesize previous discussions and readings
C. Summaries, narrations, descriptions of contents of newspaper and magazine articles, and films shown in class
D. Formulation of ideas, reactions, feelings
E. Compare and contrast cultures in the Hispanic world with emphasis on Central America

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

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

Supporting element(s) from the CoR:

A. Language Functions
   1. Summaries of personal experience.
   2. Hypothesis and predictions
   3. Detailed descriptions of persons, places, and objects
   4. Historical events
   5. Summaries, narrations, descriptions of contents of newspaper and magazine articles, and films shown in class
   6. Formulation of ideas, reactions, feelings
   7. Compare and contrast cultures in the Hispanic world with emphasis on Central America

B. Vocabulary development
   1. Vocabulary extension and practice pertaining literature, art, geography, history and culture of the Spanish speaking world
   2. Concrete vocabulary about new topics

C. Speaking
   1. Narrate in the past, present and future
   2. Description of historical events
   3. Current events
   4. Role play situations

D. Reading Comprehension.

1. Reading assignments with follow-up questions from textbook, and additional authentic reading materials such as: news reports, magazine articles, essays, brief literary pieces/samples

E. Grammatical Structures.
1. The past participle
2. Relative pronouns
3. Uses of indicative and subjunctive mood
4. Conditional tense: Regular and Irregular Verbs
5. Imperfect Subjunctive: Forms and si- Clauses
6. Future: Regular and Irregular Verbs

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

1. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on Central America

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

Supporting element(s) from the CoR:

1. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in Central America

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

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

Supporting element(s) from the CoR:

A. demonstrate communicative skills in Spanish at the intermediate level in

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reading, writing, listening and speaking.

B. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

C. compare aspects of the diversity of cultures throughout the Spanish-speaking world, from reading selections and thorough discussions and analogies, orally and in writing.

D. explore a representative range of significant Hispanic contributions to literature, the creative arts, the sciences, and the social and political life and development of Spanish speaking cultures

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

1. Narrate in the past, present and future in paragraph- length discourse
2. Description of historical events
3. Current events
4. Role play situations

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).

Supporting element(s) from the CoR:

Examine the historical relationship of Hispanic America to the United States, with attention to issues of boundaries and migration as they relate to language development and diversity, and cultural identity.

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).

Supporting element(s) from the CoR:

Requesting Faculty: Elvira Coffin Date: 2-25-10

Division Curr Rep: Kella Svetich Date: 2/25/10

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval. The application in 3CMS matches the application.

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 6: Intermediate Spanish III

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: Span 6: Intermediate Spanish III

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. (You may draw from all areas of the outline)

Depth Map: Must include the following:

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

Supporting element(s) from the CoR:
Reading and discussion of texts dealing with the literature, arts, geography, history and culture of the Spanish-speaking world. Review and further development of the grammatical structures of first-year Spanish with emphasis on building communicative competence and expanding abstract vocabulary, and idiomatic usage.

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

Supporting element(s) from the CoR:

A. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.

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

Supporting element(s) from the CoR:

B. analyze significant aspects of Hispanic culture, through systematic exploration of its literature, fine arts, history and current events. Express reactions and feelings to these aspects, through written and oral assignments.

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

Supporting element(s) from the CoR:

1. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on South America and Indigenous groups in South America
2. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas, with emphasis on South America and Indigenous groups in South America

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

Supporting element(s) from the CoR:

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A. analyze issues of cultural significance- - for example, music, poetry --and express his/her reactions and feelings.

B. analyze issues of cultural significance for example, gender roles and stereotypes, family structure, social behavior and foods.

C. demonstrate sensitivity to the various backgrounds and perspectives of Hispanics in the U.S.

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

Supporting element(s) from the CoR:

D. analyze significant aspects of Hispanic culture, through systematic exploration of its literature, fine arts, history and current events. Express reactions and feelings to these aspects, through written and oral assignments.

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

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

Supporting element(s) from the CoR:

A. Language Functions
1. Detailed descriptions of persons, places, and objects
2. Historical events
3. Summaries, narrations, and descriptions o contents of newspaper and magazine articles, and films shown in class
4. Formulate ideas, reactions, feelings
5. Compare and contrast cultures in the Hispanic world with emphasis on South America
6. Compare and contrast cultures in the Hispanic world with emphasis on South America

B. Vocabulary development
1. Vocabulary extension and practice pertaining literature, art, geography, history and culture of the Spanish speaking world
2. Abstract vocabulary to express opinions and hypotheses

C. Speaking
1. Narrate in the past, present and future
2. Description of historical events
3. Current events
4. Role play situations

D. Reading Comprehension.
1. Reading assignments with follow-up questions from textbook, and additional authentic reading materials such as: news reports, magazine articles, essays, brief literary pieces/samples

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E. Grammatical Structures.
1. Uses of indicative and subjunctive mood
2. Imperfect Subjunctive: Noun and Adjective Clauses
3. Imperfect Subjunctive: Adverbial Clauses
4. Present Perfect: Indicative and Subjunctive
5. Sequence of Tenses: Indicative and Subjunctive
6. Imperfect Subjunctive in Main Clauses

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

E. compare aspects of the diversity of cultures throughout the Spanish- speaking world with emphasis in South America, from reading selections and thorough discussions and analogies, orally and in writing.

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

Supporting element(s) from the CoR:

7. Recognize and appreciate the similarities and differences of the cultural and geographical areas of the Spanish-speaking world, with emphasis on South America
8. Recognize language as an essential aspect of cultural expression, with attention to the cultural and historical origins of the Spanish language, and its evolution and transformations in response to interaction with other languages in Spain and in the Americas, with emphasis on South America and Indigenous groups in South America

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

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

Supporting element(s) from the CoR:

F. demonstrate communicative skills in Spanish at the intermediate level in reading, writing, listening and speaking.

General Education Review Request
AREA I - HUMANITIES

G. discuss, analyze and appraise, orally and in writing, selected readings dealing with the Hispanic world past and present: geography, history, socio-cultural features, and the arts.
H. compare aspects of the diversity of cultures throughout the Spanish- speaking world with emphasis in South America, from reading selections and thorough discussions and analogies, orally and in writing.
I. analyze historic developments in the Spanish speaking world.
J. Analytical reading of news reports, magazine articles, essays, brief literary pieces/samples
K. Analyze historic developments in the Spanish speaking world.

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

Supporting element(s) from the CoR:

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

Supporting element(s) from the CoR:

9. Detailed descriptions of persons, places, objects and historical events
10. Summaries, narrations, and descriptions of contents of newspaper and magazine articles, and films shown in class. Formulate ideas, reactions, feelings about them
11. Compare and contrast cultures in the Hispanic world with emphasis on South America in oral and written reports.

F. Vocabulary development
1. Vocabulary extension and practice pertaining literature, art, geography, history and culture of the Spanish speaking world
2. Abstract vocabulary to express opinions and hypotheses

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).

Supporting element(s) from the CoR:

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).

Supporting element(s) from the CoR:

Requesting Faculty: Elvira Coffin Date: 2-25-10

Division Curr Rep: Kella Svetich Date: 2/25/10

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval. The application in 3CMS matches the application.

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

FOOTHILL COLLEGE

GENERAL EDUCATION HANDBOOK

College Curriculum Committee
October 2009

10/09

FOOTHILL COLLEGE
GENERAL EDUCATION AND GRADUATION REQUIREMENTS

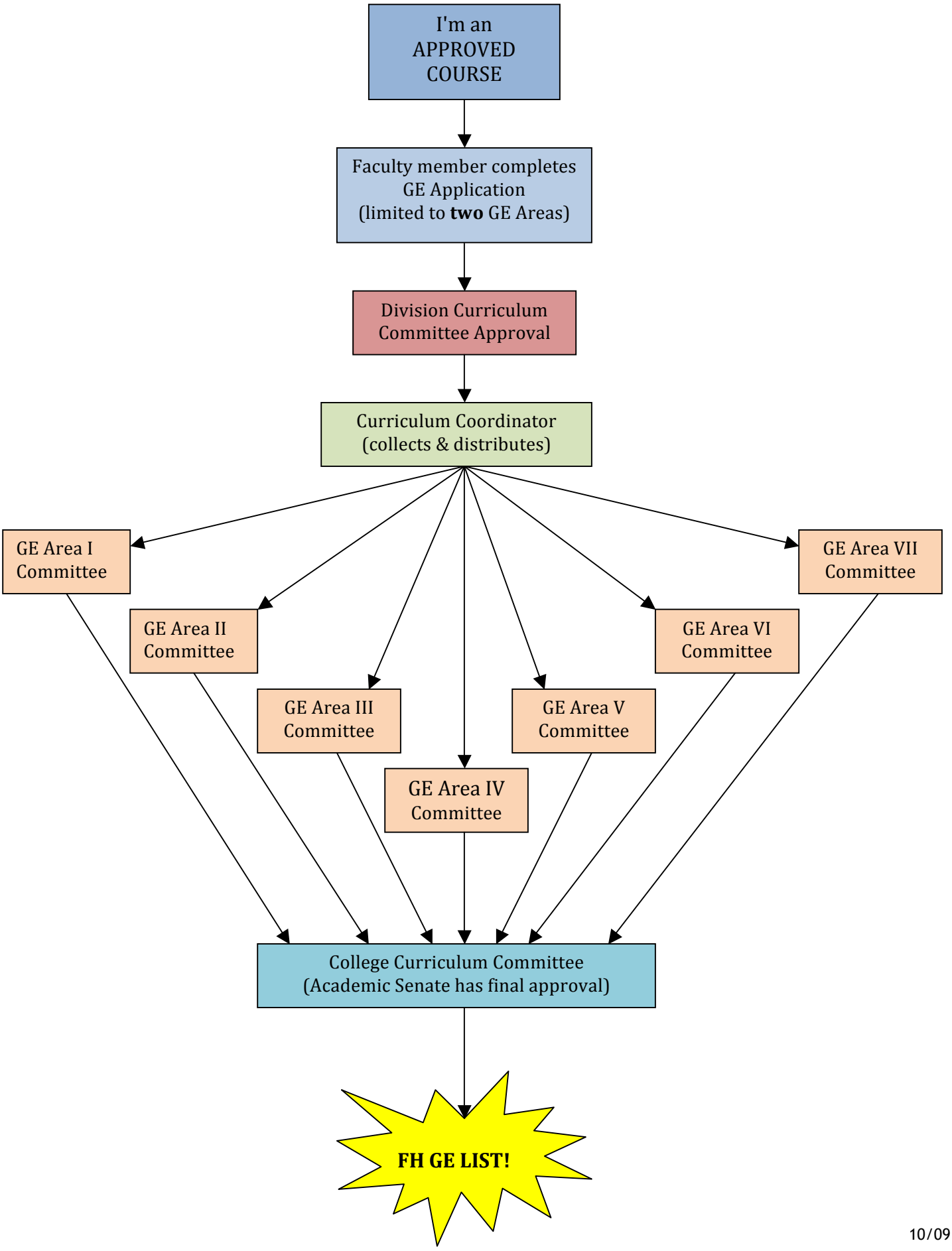
The requirements for the Associate in Art or Associate in Science Degree include completion of (1) a minimum of 90 units in prescribed courses; (2) a minimum of 24 units taken at Foothill College; (3) a grade-point average of 2.0 or better in all college courses including Foothill courses; (4) a major of at least 27 units in a curriculum approved by the Foothill Curriculum Committee; and (5) the seven general education requirements listed below. Students planning to transfer to four-year colleges or universities should also check with a counselor for the specific requirements of those institutions.

Students must successfully complete a minimum of 30-35 units from the courses listed with at least one course in Humanities, English, Natural Sciences (with laboratory), Social and Behavioral Sciences, Communication and Analytical Thinking, United States Cultures and Communities, and two courses in Lifelong Understanding from two different academic departments.
Courses may only be used in one area.

I. Humanities
II. English
III. Natural Sciences (with a Laboratory)
IV. Social & Behavioral Sciences
V. Communication & Analytical Thinking
VI. United States Cultures & Communities
VII. Lifelong Understanding

Minimum proficiency: ENGL 1A or ESL 26 and MATH 105* completed with a letter grade of "C" or better.

***Intermediate Algebra or equivalent means MATH 105, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.


I'm an APPROVED COURSE
Faculty member completes GE Application (limited to **two** GE Areas)
Division Curriculum Committee Approval
Curriculum Coordinator (collects & distributes)
GE Area I Committee
GE Area II Committee
GE Area III Committee
GE Area IV Committee
GE Area V Committee
GE Area VI Committee
GE Area VII Committee
College Curriculum Committee (Academic Senate has final approval)
FH GE LIST!

10/09

GENERAL EDUCATION BREADTH REQUIREMENTS

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.

1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
4. 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).
5. 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).

AREA I - HUMANITIES

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement must help students:

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

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

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

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

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

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:

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

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

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

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

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

AREA II - ENGLISH

English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These courses also introduce that student to the aesthetics and power of the written word.

Courses meeting the English General Education Requirement ***must*** require students to:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;

E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;

E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;

E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;

E7. Recognize and implement varied syntactical, rhetorical, and structural devices;

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

AREA III - NATURAL SCIENCES

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education natural science course ***must*** promote in students:

N1. an understanding of the scientific method, including its attributes and limitations;

N2. the ability to make judgments regarding the validity of scientific evidence;

N3. an understanding of the relationship between hypothesis, experiment, fact, theory and law;

N4. the ability to use inductive and deductive reasoning;

N5. the practice of thinking critically, including evaluating ideas and contrasting opinions;

N6. the ability to evaluate, use and communicate scientific data;

N7. an introduction to current scientific theories within the field of study;

N8. experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

N9. experience applying recognized scientific methodology in laboratory activities.*

Additional criterion thought to enhance a natural science course include any of the following:

N10. an appreciation of the contributions of science to modern life;

N11. an appreciation of the contributions to science of diverse people and cultures;

N12. an understanding of the interdependence of humans and their environment;

N13. a recognition of how human behavior has altered the environment;

N14. a sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived directly from the material

world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

*To accomplish these goals a laboratory course ***must*** emphasize the methods of scientific inquiry by engaging students in:

NL15. Observation and collection of data through direct interaction with the material world;

NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

NL18. Analysis and interpretation of data;

NL19. Formulation and testing of hypotheses;

NL20. Communicating effectively through oral and/or written work;

NL21. A minimum of one collaborative activity;

NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

* Additional criterion thought to enhance a natural science laboratory include any of the following:

NL23. Keep accurate and complete experimental records;

NL24. Perform quantitative and qualitative measurements;

NL25. Interpret experimental results and draw reasonable conclusions;

NL26. Analyze data statistically and assess the reliability of results;

NL27. Critically evaluate the design of an experiment;

NL28. Design experiments to test hypotheses;

NL29. Work effectively in small groups and teams.

AREA VI - 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.

AREA V - COMMUNICATION & ANALYTICAL THINKING

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

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

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

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

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

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

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

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

C6. Identify goals when applying analytical skills;

C7. Recognize limitations of applicable methodologies;

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

AREA VI – UNITED STATES CULTURES & COMMUNITIES

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities ***must*** include ***all of the following*** student learning outcomes:

U1. demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.

U2. critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.

U3. develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities ***must*** include ***at least three*** of the following student learning outcomes:

U4. critically examine the contributions of many groups to a particular aspect of United States culture.

U5. evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture.

U6. evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society.

U7. explain culture as a concept and how it can unite or divide people into various groups.

U8. apply information about groups presented in the class to contemporary social and cultural relations.

U9. analyze and interpret how culture shapes human development and behavior.

AREA VII - LIFELONG LEARNING

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

L3. Identify current issues and concerns that influence health, communication or learning;

L4. Comprehend and apply health and well-being issues to the individual and to society;

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement ***must*** include ***at least one*** of the following student learning outcomes:

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;

L9. Use technology to analyze problems and create solutions.

GENERAL EDUCATION
Application Forms

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: THTR 1 Theatre Arts Appreciation

Breadth Criteria:

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement ***must*** help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses ***must*** identify how they will help students achieve ***at least two*** of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: THTR 1 Theatre Arts Appreciation

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

Depth Map: Must include the following:

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

Matching course objective(s):
A. relate theatre to the various historical, cultural, ethnic and spiritual contexts from which it has sprung.

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

Matching course objective(s):
B. measure and value the role of drama in relationship to culture and society, emphasizing theatre in a multi-cultural context.

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

Matching course objective(s):
C. compare the role of theatre and its significance to the arts of sculpture and painting as they developed through history

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

Matching course objective(s):
D. construct, analyze and integrate his/her own artistic standards as they relate to theatrical performance.

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

Matching course objective(s):
J. observe and analyze current theatrical productions focusing on specific aspects of theatre production; dramatic structure, performance, and design.

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

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

Matching course objective(s):

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

Matching course objective(s):
H. differentiate various styles of stagecraft: setting, costuming, lighting, and their effect on the audience reaction to performance
I. identify specific acting skills and capabilities and analyze the ability of actors to communicate emotions and ideas to an audience usintg a variety of skills.

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

Matching course objective(s):
F. recognize and appraise the present status of live theatre as a result of the historical development of

theatre forms in a variety of cultures

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

Matching course objective(s):
F. recognize and appraise the present status of live theatre as a result of the historical development of theatre forms in a variety of cultures

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

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):
J. observe and analyze current theatrical productions focusing on specific aspects of theatre production; dramatic structure, performance, and design.

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):
H. differentiate various styles of stagecraft: setting, costuming, lighting, and their effect on the audience reaction to performance
I. identify specific acting skills and capabilities and analyze the ability of actors to communicate emotions and ideas to an audience using a variety of skills.

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):

Requesting Faculty :Bruce McLeod_____ Date: 12-14-09_____

Division Curr Rep: Simon Pennington_____ Date: 12.30.09_____

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Falk Cammin, Robert Hartwell, Kay Jones and Sara Rettus

Comments:

The GE Area I Sub-Committee recommends approval.

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

Course Number & Title: _____

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 II – English:

English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These

General Education Review Request
AREA II - ENGLISH

courses also introduce that student to the aesthetics and power of the written word.

Courses meeting the English General Education Requirement ***must*** require students to:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;
E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;
E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;
E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;
E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;
E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;
E7. Recognize and implement varied syntactical, rhetorical, and structural devices;
E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

Course Number & Title: _____

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:

E1. Read and understand the written word, including comprehension, interpretation, analysis, evaluation, and synthesis of college-level expository, narrative, and argumentative non-fiction prose;

Matching course objective(s):

E2. Write extended expository text-based compositions (minimum of 6,000 total word count) based on college-level readings, academic subject matter, and class discussion;

Matching course objective(s):

E3. Think critically by recognizing and evaluating ideas, differentiating facts, inferences, opinions, and assumptions, and drawing and assessing conclusions;

Matching course objective(s):

E4. Formulate an arguable thesis appropriate to audience and purpose and substantiate it through logical and systematic organization, supporting evidence, and clarity of expression;

Matching course objective(s):

E5. Understand and implement the principles of written argumentation including induction and deduction, counter-arguments and concessions;

Matching course objective(s):

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E6. Use the sequential process of multiple drafts and revision in producing articulate and grammatically correct written expression;

Matching course objective(s):

E7. Recognize and implement varied syntactical, rhetorical, and structural devices;

Matching course objective(s):

E8. Research print and electronic media and attribute sources through textual citations and MLA documentation.

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):

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):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

General Education Review Request
AREA II - ENGLISH

Comments:

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

Course Number & Title:_____

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 III – Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human

activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course ***must*** promote in students:

N1. An understanding of the scientific method, including its attributes and limitations;
N2. The ability to make judgments regarding the validity of scientific evidence;
N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
N4. The ability to use inductive and deductive reasoning;
N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
N6. The ability to evaluate, use and communicate scientific data;
N7. An introduction to current scientific theories within the field of study;
N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
N9. Experience applying recognized scientific methodology in laboratory activities.*****

Additional criterion thought to enhance a natural science course include any of the following:

N10. An appreciation of the contributions of science to modern life;
N11. An appreciation of the contributions to science of diverse people and cultures;
N12. An understanding of the interdependence of humans and their environment;
N13. A recognition of how human behavior has altered the environment;
N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

***** To accomplish these goals a laboratory course ***must*** emphasize the methods of scientific inquiry by engaging students in:

NL15. Observation and collection of data through direct interaction with the material world;
NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;
NL18. Analysis and interpretation of data;
NL19. Formulation and testing of hypotheses;
NL20. Communicating effectively through oral and/or written work;
NL21. A minimum of one collaborative activity;
NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

NL23. Keep accurate and complete experimental records;
NL24. Perform quantitative and qualitative measurements;
NL25. Interpret experimental results and draw reasonable conclusions;
NL26. Analyze data statistically and assess the reliability of results;
NL27. Critically evaluate the design of an experiment;
NL28. Design experiments to test hypotheses;
NL29. Work effectively in small groups and teams.

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AREA III - NATURAL SCIENCES

Course Number & Title: _____

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:

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

Matching course objective(s):

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course objective(s):

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;

Matching course objective(s):

N4. The ability to use inductive and deductive reasoning;

Matching course objective(s):

N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;

Matching course objective(s):

N6. The ability to evaluate, use and communicate scientific data;

Matching course objective(s):

N7. An introduction to current scientific theories within the field of study;

Matching course objective(s):

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

Matching course objective(s):

N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course objective(s):

Depth Map: Additionally, include any of the following:

N10. An appreciation of the contributions of science to modern life;

Matching course objective(s):

N11. An appreciation of the contributions to science of diverse people and cultures;

Matching course objective(s):

General Education Review Request
AREA III - NATURAL SCIENCES

N12. An understanding of the interdependence of humans and their environment;

Matching course objective(s):

N13. A recognition of how human behavior has altered the environment;

Matching course objective(s):

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course objective(s):

Depth Map: Additionally, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course objective(s):

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course objective(s):

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course objective(s):

N18. Analysis and interpretation of data;

Matching course objective(s):

N19. Formulation and testing of hypotheses;

Matching course objective(s):

N20. Communicating effectively through oral and/or written work;

Matching course objective(s):

N21. A minimum of one collaborative activity;

Matching course objective(s):

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course objective(s):

Depth Map: Additionally, include any of the following:

N23. Keep accurate and complete experimental records;

Matching course objective(s):

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N24. Perform quantitative and qualitative measurements;

Matching course objective(s):

N25. Interpret experimental results and draw reasonable conclusions;

Matching course objective(s):

N26. Analyze data statistically and assess the reliability of results;

Matching course objective(s):

N27. Critically evaluate the design of an experiment;

Matching course objective(s):

N28. Design experiments to test hypotheses;

Matching course objective(s):

N29. Work effectively in small groups and teams.

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):

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):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: _____

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.

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AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: _____

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):

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

Matching course objective(s):

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):

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):

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):

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):

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

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):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: _____

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

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

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

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

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

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

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

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

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

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: _____

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:

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

Matching course objective(s):

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

Matching course objective(s):

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

Matching course objective(s):

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

Matching course objective(s):

Depth Map: should include some or all:

C5. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course objective(s):

C6. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course objective(s):

C7. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

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):

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

Matching course objective(s):

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

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

Matching course objective(s):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: _____

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 VI -United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities ***must*** include ***all of the following*** student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities ***must i*nclude *at least three*** of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Course Number & Title: _____

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:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course objective(s):

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course objective(s):

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

Matching course objective(s):

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

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;

Matching course objective(s):

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

Matching course objective(s):

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

Matching course objective(s):

U7. Explain culture as a concept and how it can unite or divide people into various groups;

Matching course objective(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations;

Matching course objective(s):

U9. Analyze and interpret how culture shapes human development and behavior.

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)

General Education Review Request
AREA VI - UNITED STATES CULTURES & COMMUNITIES

Matching course objective(s):

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):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: _____

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 VII – Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement ***must*** help students:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement ***must*** include ***at least one*** of the following student learning outcomes:

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: _____

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:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course objective(s):

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course objective(s):

L3. Identify current issues and concerns that influence health, communication or learning;

Matching course objective(s):

L4. Comprehend and apply health and well-being issues to the individual and to society;

Matching course objective(s):

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course objective(s):

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

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course objective(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course objective(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;

Matching course objective(s):

L9. Use technology to analyze problems and create solutions.

Matching course objective(s):

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

General Education Review Request
AREA VII – LIFELONG LEARNING

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

Matching course objective(s):

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):

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):

Requesting Faculty:_____ Date:_____

Division Curr Rep:_____ Date:_____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Comments:

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

2/05/10
GE Humanities Addendum
Bruce McLeod

Bernie, Sam, and Joe

The following outcomes for THTR 1 and THTR 8 meet the following (missing) requirements:

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from ***two or more*** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

Unless otherwise stated, all the following outcomes are taken from Section 2 (Expected Outcomes) on the Course Outlines of Record.

THTR 1
THEATRE ARTS APPRECIATION

From: Expected Outcomes (Section 2)

A. relate theatre to the various historical, cultural, ethnic and spiritual contexts from which it has sprung.
B. measure and value the role of drama in relationship to culture and society, emphasizing theatre in a multi-cultural context.
C. compare the role of theatre and its significance to the arts of sculpture and painting as they developed through history
D. construct, analyze and integrate his/her own artistic standards as they relate to theatrical performance.
E. recognize and differentiate a variety of theatre performance spaces as their effect on the audience-actor relationship.
F. recognize and appraise the present status of live theatre as a result of the historical development of theatre forms in a variety of cultures
G. analyze the relationship of theatre to current entertainment media: radio, television, motion pictures, etc.

THTR 8
MULTICULTURAL PERFORMING ARTS IN MODERN AMERICA

A. identify the roots of performance and speak the language of global theatre
B. compare and contrast at least 4 major theatrical traditions within the limits of the assigned time frame
C. compare contemporary American performance with cultural specific performance foundation
D. relate how performance traditions were influenced by other forms of artistic expression as well as important historical and political movements
E. appreciate the cultural diversity of contemporary American theatre
F. analyze the relationship between cultural movements and performances in the time frame
G. assess the effects of art and performance as a vehicle for cultural assimilation and change

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 1 Child Growth and Development: Prenatal to Early Childhood

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: CHLD 1 CHILD GROWTH & DEVELOPMENT: PRENATAL TO EARLY CHILDHOOD

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):
Examine the discipline of childhood through examination of the historical and cultural foundations.

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

Matching course objective(s):
Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field.

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

Exhibit a variety of observation techniques when observing young children and recording behaviors.

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):
Examine the discipline of childhood through examination of the historical and cultural foundations.

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):
Analyze and reflect on one's own behavior, personality and values through the study of young children.

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):

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):
Identify and describe major developmental milestones of early development.

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

Matching course objective(s):
Examine the discipline of childhood through examination of the historical and cultural foundations.

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

Matching course objective(s):
Identify and describe major developmental milestones of early development.
Examine the discipline of childhood through examination of the historical and cultural foundations.

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

Matching course objective(s):
Analyze and reflect on one's own behavior, personality and values through the study of young children.

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):
Examine the discipline of childhood through examination of the historical and cultural foundations.
Evaluate and analyze the major theories and research in the field of child development and recognize the implications on current practice in the early childhood field.
Analyze and reflect on one's personality and values through the study of children.

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

Matching course objective(s):
Exhibit a variety of observation techniques when observing young children and recording behaviors.

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

Exhibit a variety of observation techniques when observing young children and recording behaviors.
Identify and describe major developmental milestones of early development.

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):

Requesting Faculty: **Jeanne R.Thomas** Date: **10/9/10**

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Division Curr Rep: Patricia Gibbs Date: 2/17/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bill Ziegenhorn
Dave Bush
Andy Lee

Comments:

Subcommittee recommends approval 10-18-11

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

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: CHLD 2 Child Growth and Development: Middle Childhood to Adolescence

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: CHLD 2 CHILD GROWTH & DEVELOPMENT: MIDDLE CHILDHOOD TO ADOLESCENCE

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):
Examine the discipline of middle childhood and adolescent development through examination of the historical and cultural foundations.

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

Matching course objective(s):
Evaluate and analyze the major theories and research which surround middle childhood development and adolescent development and recognize the implications on current practice in the field.

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

Demonstrate a variety of observation techniques and recording behaviors when observing children in middle childhood and adolescence.

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):
Examine the discipline of middle childhood and adolescent development through examination of the historical and cultural foundations.

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):
Analyze and reflect on one's own behavior, personality and values through the study of middle childhood and adolescence.

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):

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

Matching course objective(s):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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

Matching course objective(s):
Identify and describe major developmental milestones of middle childhood and adolescent development.

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

Matching course objective(s):
Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.

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

Matching course objective(s):
Identify and describe major developmental milestones of middle childhood development and adolescent development.
Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.

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

Matching course objective(s):
Analyze and reflect on one's own behavior, personality and values through the study of middle childhood and adolescence.

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):
Examine the discipline of middle childhood development and adolescent development through examination of the historical and cultural foundations.
Evaluate and analyze the major theories and research in which surround middle childhood development and adolescent development and recognize the implications on current practice in the field.
Analyze and reflect on one's own personality and values through the study of middle childhood and adolescence.

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

Matching course objective(s):
Demonstrate a variety of observation techniques when observing and recording behaviors of children in middle childhood and adolescence.

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

Demonstrate a variety of observation techniques when observing and recording behaviors of children in middle childhood and adolescence.

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):

General Education Review Request
AREA IV – SOCIAL & BEHAVIORAL SCIENCES

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):

Requesting Faculty: **Jeanne R.Thomas** Date: **10/9/10**

Division Curr Rep: Patricia Gibbs Date:2/17/11

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andy Lee

Bill Ziegenhorn

Dave Bush

Comments:

Subcommittee recommends approval 10-18-11

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #:	**ENGL 209**		**Division:**	**Language Arts**

Course Title:	Introduction to College Reading

Catalog Description:

Techniques of critical analysis for reading-college level prose, focusing primarily on expository/argumentative essays, and textbook materials. Students learn to comprehend text holistically, identifying and expressing critical elements of comprehension. Practice and testing to be done on authentic text of one or more page length and with written responses. Lecture, discussion, group work, and individualized instruction.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course is consistent with the Education Code mission in that it " [provides] remedial instruction for those in need of it." This course is designed to prepare students for the critical reading and thinking necessary to be successful in college courses.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
   Adopted June 24, 2009

   This course is congruent with the Foothill College mission statement in that it:

This course meets the needs of Basic Skills students by preparing them to read the texts and analyze the arguments of courses that lead to transfer, enable student to earn a certificate, or prepare them for a career.

Criteria B. -- Need (Explain)

The course also provides an introduction to summarizing and synthesizing the major ideas in expository, college-level texts, skills required for successful completion of an AA/AS degree.

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

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

SL ____ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Scott Lankford **Date:10/21/11**

Division Curriculum Representative: Falk Cammin **Date:10/25/11**

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

Foothill College Mission Statement:

Our Vision

Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values

HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS • SUSTAINABILITY

Our Purpose

To provide access to educational opportunity for all with innovation and distinction.

Our Mission

A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

CCC System Office: Program and Course Approval Handbook—March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:
Mission

Need
Quality
Feasibility

Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses. These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the

course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> **66010.4. Missions and function of public and independent institutions of higher education**
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
> (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
> (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
> (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.
Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

<u>Need</u>

There is a demonstrable need for a course or program that meets the stated goals and

objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at **HYPERLINK "http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm"** **http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm** .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
    - Industry studies.
    - Regional economic studies.
- Letters from employers.
    - Minutes of industry advisory committee meetings.
    - Job advertisements, from newspapers or the World Wide Web.
    - Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their

objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:
- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.
- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ESLL 249 **Division:** Language Arts

Course Title: Advanced Reading

Catalog Description:

An advanced-level reading course designed to instruct ESLL students in techniques of critical analysis for reading college-level prose, focusing primarily on authentic expository/argumentative essays and textbook materials written for a native speaker audience. Students learn to comprehend text holistically, identifying and expressing critical elements of comprehension. Practice and testing to be done on authentic, multi-page texts with written responses. Lecture, discussion, and group work.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Addresses the following provision in Education Code 66010.4 as it pertains to missions and function of public and independent institutions of higher education:
(A) …provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Provides vital basic skills reading instruction in ESLL that prepares students for future success in college-level English courses and coursework across the curriculum.

Criteria B. -- Need (Explain)

This course is needed to meet the stated goals and objectives of ESLL and English transfer-level courses in that it offers ESLL students much-needed supplemental instruction in reading skills that transfer to other college courses.

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

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

_____ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Keith Pratt_____ **Date: 10/20/11**__

Division Curriculum Representative: Falk Cammin_____ **Date: 10/25/11**__

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

Foothill College Mission Statement:

Our Vision
Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

Our Values
HONESTY • INTEGRITY • TRUST • OPENNESS • TRANSPARENCY • FORGIVENESS • SUSTAINABILITY

Our Purpose
To provide access to educational opportunity for all with innovation and distinction.

Our Mission
A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

CCC System Office: Program and Course Approval Handbook—March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

Stand-alone courses will be reviewed using the same five broad criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

> **66010.4. Missions and function of public and independent institutions of higher education**
> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
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> (a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.
>
> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
>
> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
>
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
>
> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
>
> (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
>
> (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.
Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at **http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm** .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system. • Employer surveys.
- Industry studies.
- Regional economic studies.
- Letters from employers.
- Minutes of industry advisory committee meetings.
- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCVS403 **Division:** NON CREDIT

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to stages of development, best practices in supporting healthy growth and development of children birth to pre-adolescence and family, community and educational resources. Emphasis will be placed on ages and stages of development and effective communication and guidance. This is a first course in a sequence of three that leads to a Certificate of Completion in Family Child Care and prepares students for credit classes in child development.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Readies the student in the area of career preparation for Child Development.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

Readies the student in the area of career preparation for Child Development.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful in college level Child Development classes. This, the first of three classes, gives the student basic information and concepts.

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

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Betsy Nikolchev **Date: 10/25/11**

Division Curriculum Representative: Donald MacNeil **Date: 10/25/11**

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

Foothill College Mission Statement:

Our Vision
Foothill College envisions itself as a community of scholars where a diverse population of students, faculty and staff intersect and are engaged in the search for truth and meaning. We recognize that by necessity this search must be informed by a multiplicity of disciplinary modes of inquiry. In order to ensure that every student has the opportunity to share in this vision, Foothill College commits itself to providing students with the necessary student support services, outstanding instruction, and opportunities for leadership both within and outside the classroom. By enacting this vision, the college ensures that it remains the distinctive and innovative institution it has been since its inception.

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CCC System Office: Program and Course Approval Handbook—March 2003

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses. By definition, these courses are not part of any approved program.

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- Mission
- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

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> The missions and functions of California's public and independent segments, and their respective institutions of higher education shall be differentiated as follows:
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> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
>
> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
>
> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
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> (C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.
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> (3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
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> (4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions

Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

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- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at **http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm** .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

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- Job advertisements, from newspapers or the World Wide Web.
- Newspaper or magazine articles on industry or employment trends.
- Studies or data from licensing agencies or professional associations.

Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCVS404 **Division:** NON CREDIT

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to developmentally appropriate curriculum. Emphasis will be placed on an overview of educational philosophies, developing age appropriate activities and creating effective learning environments for children birth to pre-adolescence. This is a second course in a sequence of three that leads to a certificate of completion in Family Child Care and prepares students for credit classes in child development.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Readies the student in the area of career preparation for Child Development.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

Readies the student in the area of career preparation for Child Development.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful in college level Child Development classes. This, the second of three classes, gives the student basic information and concepts.

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

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Betsy Nikolchev **Date: 10/25/11**

Division Curriculum Representative: Donald MacNeil **Date: 10/25/11**

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

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- Need
- Quality
- Feasibility
- Compliance

Approval Criteria

This section discusses the five criteria used by the Chancellor's Office to approve programs. A college must document that a proposed program meets all of these criteria before it will be approved. These criteria also broadly apply to the review of new courses.

These five criteria have been derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as established by the Legislature in the Education Code:

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>
> (2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:
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> (A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.
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> (B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.
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Curriculum falls within the mission when designed for lower division credit towards the degree, for purposes of transfer, occupational preparation, economic development, or career supplementation or upgrade. Non degree-applicable courses that develop the ability of enrolled students to succeed in college level courses, and adult noncredit instruction also fall within the mission. Community service and contract classes do not qualify for state funding, but are authorized if they are self-supporting.

For courses to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade.
Following are some of the points the Chancellor's Office evaluates in judging whether a course or program fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges; that is, it must not be directed either at at a level beyond the associate degree or the first two years of college, or at the primary or secondary school level.
- A program or course must address a valid transfer, occupational, or basic skills purpose. It must not be primarily a vocational or recreational.
- A course must provide distinct instructional content and specific instructional objectives. It must not provide only an activity or service, without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Programs and courses should also be congruent with the mission statement and comprehensive or master plan of the college and district.

Need

There is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program. The proposed new program would not cause harmful competition with any existing program at another college.

For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

For programs that are primarily occupational, or that respond to economic development interests, need must be demonstrated by supplying labor market information, an employer survey, and a job market analysis, or other comparable information that shows that jobs are available for program completers, and/or that job enhancement or upgrade are needed. In addition, a recommendation for approval must be obtained from the Regional Occupational Consortium.

The ordinary expectation is that labor market need must be shown within the service area of the individual college. However, if cooperative planning with neighboring colleges has occurred, labor market evidence for the region as a whole may be sufficient. (The composition of the 10 regions for vocational education, economic development, and workforce preparation purposes may be viewed on the World Wide Web at **http://www.cccco.edu/divisions/esed/voced/advisors/consortia.htm** .) Statewide or national labor market evidence may be included as supplementary support, but is not ordinarily acceptable in itself without specific service area or regional evidence of need. If the college believes the program has statewide or national importance and wishes to substitute statewide or national labor market evidence for local evidence, an explicit justification of why this is appropriate must be included.

Here are examples of the types of evidence of occupational need that may be submitted:

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Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.

Feasibility

The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:

- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
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- Particular provisions of the practice act for a health occupation.
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Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: NCVS405 **Division:** NON CREDIT

Course Title: FAMILY CHILDCARE PROVIDER:CHILD DEVELOPMENT

Catalog Description:

Introduces families, caregivers and child care providers to best practices in becoming a Family Child Care Provider. Emphasis will be placed on professionalism, health and safety and licensing regulations. This is a third course in a sequence of three that leads to a Certificate of Completion in Family Child Care and prepares students for credit classes in child development.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Readies the student in the area of career preparation for Child Development.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

Readies the student in the area of career preparation for Child Development.

Criteria B. -- Need (Explain)

Students are often unprepared to be successful in college level Child Development classes. This, the third of three classes, gives the student basic information and concepts.

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

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

X This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Betsy Nikolchev **Date: 10/25/11**

Division Curriculum Representative: Donald MacNeil **Date: 10/25/11**

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

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For transfer curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major has been demonstrated; i.e., if it has been shown that the coursework required for the community college program substantially satisfies the lower-division coursework requirements for the corresponding university major.

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Further specifics on occupational need are found in the Instructions for completing the application form for approval of a new occupational program.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5. (See "Standards for All Courses, " p. 29.)
The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.
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Feasibility

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In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:
- Open course regulations
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FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: PSYC 7/SOC 7 **Division:** BSS

Course Title: Statistics for the Behavioral Science

Catalog Description:

This course is designed for students majoring in psychology, sociology, and other behavioral sciences. This course introduces students to the basic statistical techniques and design methodologies used in behavioral sciences. Topics include descriptive statistics; probability and sampling distributions; statistical inference and power; linear correlation and regression; chi-square; t-tests, and ANOVA. Computations will be completed by hand and with the use of statistical software. An emphasis will be placed on the interpretation and relevance of statistical findings and the application of statistical concepts to real-world problems in the behavioral sciences.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course will offer transfer credits and will satisfy a requirement for numerous majors within social and behavioral sciences.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members." Adopted June 24, 2009*

This course is congruent with the Foothill College mission statement in that it:

This course will help students develop the critical thinking and quantitative reasoning skills they will need in order to be able to apply statistical techniques to research design in the behavioral sciences. Students will develop their skills for computing, interpreting, and thinking critically about data.

Criteria B. -- Need (Explain)

This course will teach students statistical techniques with an emphasis on research design for the behavioral sciences.

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

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

_____ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Ben Stefonic **Date:** 10/24/11

Division Curriculum Representative: Patricia Gibbs **Date:** 10/25/11

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

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The college has the resources realistically to maintain the program at the level of quality described in the new program application. This includes funding, faculty, and facilities and equipment.
The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.
In the case of courses, the college has the resources needed to offer the course at the level of quality described in the Outline of Record.

Compliance

The design of the program or the course is not in conflict with any law. This includes both state and federal laws, and both statutes and regulations. It includes laws particularly affecting community colleges, as well as any other law that may affect the program or course (for example, licensing laws in a particular occupation).

Some of the areas of law in which compliance conflicts have arisen include:
- Open course regulations
- Course repeatability regulations
- Regulations requiring immediate supervision by a qualified instructor.
- Statutes and regulations on student fees.
- Prerequisite and enrollment limitation regulations.

- Particular provisions of the practice act for a health occupation.
- Constitutional prohibitions against political and religious activities in public instruction.

Because a number of compliance problems have arisen in the areas of fees and program admissions procedures, the Chancellor's Office has added a section to the program approval application asking colleges to discuss the fees charged and the program admission policies in programs for which approval is requested.

Resolution Regarding Process for New Course Creation

Whereas, all Foothill faculty are committed to the common goal of creating quality curriculum that meets student needs and recognize that collaboration fosters the creation of stronger, more innovative curriculum than might result from an author working alone, yet the current division-level curriculum committee structure often results in the creation of courses without collaboration, input or even notification of other faculty;

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings;

Whereas, curriculum created by one division may inadvertently duplicate or otherwise impact curriculum in another division, potentially resulting in significant consequences to WSCH and/or faculty load, yet part of the College Curriculum Committee's charge is to avoid duplication of curriculum in Foothill courses and programs;

Resolved, that the Foothill College Curriculum committee amend the current curriculum approval process such that when proposing a new course, prior to receiving a course number or C3MS shell, the faculty curriculum author(s) must submit a brief proposal to the College Curriculum Committee which includes the planned Course Description, Need/Justification Statement, and Discipline assignment(s); and,

Resolved, that if upon review/second read the CCC agrees that the course is interdisciplinary in nature, the author(s) will be encouraged to collaborate and/or actively seek input from faculty in all of the relevant disciplines as they continue to develop the course, and

Resolved, that if the College Curriculum Committee determines that the course is interdisciplinary in nature, once fully developed and approved by the Division CC the course must also be submitted to the College Curriculum Committee for review and final approval before it is sent to the FHDA Board of Trustees.

DRAFT

COURSE REVISION PACKET FACULTY SIGNATURES

Originating Faculty Member:

Signed: _____ Date: _____

Department Members and Consulted Faculty:

Name	Date	Primary Campus		
		Coalinga	Lemoore	NDC
Signed: _____	___/___/___	☐	☐	☐
Signed: _____	___/___/___	☐	☐	☐
Signed: _____	___/___/___	☐	☐	☐
Signed: _____	___/___/___	☐	☐	☐
Signed: _____	___/___/___	☐	☐	☐
Signed: _____	___/___/___	☐	☐	☐

Departments with similar or overlapping course content:
Curriculum representatives' signature:

Consult with any other department on campus with similar or overlapping course content.

_____

Signature, Department Curriculum Representative (Originating Department) Date

Agreement: Yes ☐ No ☐

Comments: _____

_____

_____

_____

Signature, Department Curriculum Representative (Consulting Department) Date

3. Interdisciplinary Consultation

Curriculum proposals that include content from other disciplines are required to provide written evidence of consultation with Full-Time discipline experts from all disciplines involved. In addition, proof of consultation will be evident by the inclusion of an interdisciplinary full-time faculty member as co-contributor on the proposed curriculum.

Relationship of the Course Outline to Each Instructor's Syllabus

The course outline is a general framework which sets the standard for how the course shall be taught. The course outline states:

1. units
2. the course description, course objectives and the scope of the course
3. the types of course materials, texts and evaluations
4. provides examples of course materials, texts, assignments, and evaluations

In contrast to the course outline, the syllabus presents instructors' individual detailed plans for the course section they teach. For specific syllabus requirements and information, please refer to the Tenure Review and Faculty Evaluation Manual.

Credit Course Proposal Submission and Approval Process

Step 1: Proposal originates from discipline faculty author.

Step 2: Review by other discipline or division faculty as appropriate.

Step 3: Division Chair reviews proposal to ensure compliance with all curricular and institutional standards. Ensures Division-level review of all proposals

Step 4: Curriculum Committee Faculty Co-chair assigns each proposal to a review team, who review and suggest edits directly to the faculty author on:

- Compliance with writing standards.
- Completeness
- Course discipline assignment/s
- Correct Supplemental Forms

Step 5: Technical Review. Proposals are forwarded to the Tech Review subcommittee who review course for accuracy, compliance with writing standards and adherence to the rules of grammar and spelling. Proposals requiring edits are returned to the course

Step 6: Courses proposed for DE or Hybrid Delivery Mode are forwarded to the DE Sub-committee for review. Proposals requiring revision are returned to Faculty Author.

Step 7: SLOs reviewed by sub-committee for congruency with Institutional SLOs, Program SLOs and stated writing standards.

Step 8: The Articulation Officer reviews proposals for compliance with articulation guidelines. AO suggests changes in CSU GE or IGETC applicability and transfer level.

Step 9: The Learning Resource Specialist reviews the proposal for all resource requests and makes recommendations on other available resources.

Step 10: Reviewed by Administrative Chair

Step 11: Proposals reviewed one final time by the Faculty Chair and scheduled for committee vote.

Step 12: Proposal Submitted to the full Curriculum Committee For Review and Approval. New course proposal require two readings and votes: proposals for revisions require one

Proposals approved through stage 12 will be submitted to the Academic Senate and the Board of Trustees for final approval prior to implementation. Course and Program proposals may be returned to the faculty author at any stage of the process for edits or clarification.

Alternative Resolution for "New Course" Preliminary Approval (Lankford):

Whereas the CCC has responsibility for coordinating the development of new curriculum between and among divisions,

Resolved that every CCC Agenda will routinely include a brief oral report from all CC Reps regarding any new (and/or radically-modified) courses being proposed within their Divisions, immediately following approval of the minutes.

Resolved that the Curriculum Team develop a brief user-friendly form that will guide CC reps, deans, and faculty in presenting new course information concisely.

Resolved that in accordance with "primary reliance," any conflicts or concerns be resolved informally through discussions between relevant division/department faculty members, with the support (as needed) of relevant administrators and staff.

Resolved that in accordance with "primary reliance," and only in those rare cases where department and/or division faculty cannot informally agree on how to resolve a potential conflict, the CCC will take a formal vote to decide the question.

Revision by PSME faculty 11/8/11

Resolution Regarding Process for New Course Creation

Whereas, all Foothill faculty are committed to the common goal of creating quality curriculum that meets student needs and recognize that collaboration fosters the creation of stronger, more innovative curriculum than might result from an author working alone, yet the current division-level curriculum committee structure often results in the creation of courses without collaboration, input or even notification of other faculty;

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings;

Whereas, curriculum created by one division may inadvertently duplicate or otherwise impact curriculum in another division, potentially resulting in significant consequences to WSCH and/or faculty load, yet part of the College Curriculum Committee's charge is to avoid duplication of curriculum in Foothill courses and programs;

Resolved, that the Foothill College Curriculum committee amend the current curriculum approval process such that when proposing a new course, prior to receiving a course number or C3MS shell, the faculty curriculum author(s) must submit a brief proposal to an Interdisciplinary Sub-Committee of the College Curriculum Committee which includes the planned Course Description, Need/Justification Statement, and Discipline assignment(s); and,

Resolved, that if upon review by the Interdisciplinary CC a course is identified as interdisciplinary, the course will be labeled as such in C3MS, and the relevant disciplines will be specified. The faculty author(s) and all of CCC will be notified of the interdisciplinary status of the course at a regularly scheduled CCC meeting, and all of CCC will then have access to the proposal on C3MS. Upon notification of an Interdisciplinary status, the faculty author(s) will be required to initiate communication and collaboration with faculty in all specified relevant disciplines.

Resolved, that if, during the review period, the faculty author(s) and the faculty from the concerned disciplines are unable to come to agreement on the development of the Interdisciplinary course, the concerned parties will seek resolution and final approval from the Academic Senate before the course can be fully developed and approved by the Division CC.

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Curriculum Roles & Responsibilities at Foothill College

Per Title 5, §55002, Curriculum is one of the 10+1 areas of primary reliance given to the Academic Senate:

> *"The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate."*

College Curriculum Committee Roles and Responsibilities

College Curriculum Committee is charged to:

- Develop campus-wide education policies,
- Establish practices and processes for curriculum development,
- Review proposed programs to ensure consistency with our educational master plan,
- Review and approve new degree and certificate programs,
- Prevent unnecessary duplication & overlap among curriculum,
- Review and approve courses for inclusion in the Foothill GE pattern,
- Review/Approve Stand Alone courses,
- Review/Approve Non-Credit courses
- Ensure compliance with Title 5, Ed Code and other state and local regulations

Division Curriculum Committee Roles and Responsibilities

When the 1992 decision was made to restructure the Foothill curriculum system, the following responsibilities were delegated to the Division Curriculum Committees:

- Review/Approval of new credit courses
- Review/Approval of Distance Learning Addendums
- Review/Approval of cyclical Title 5 compliance reviews

CCC Representatives

The CCC representatives are linchpins in Foothill's unique curriculum system. In order for it to function effectively, it is imperative that CCC representatives do all of the following:

- Attend all CCC meetings
- Communicate CCC topics, activities and decisions to their constituency groups and solicit feedback regarding action items immediately following meetings;
- Communicate the opinions/will of their constituents at CCC meetings;
- Be familiar with state and college regulations and procedures related to curriculum
- Serve as a resource to assist faculty in navigating the curriculum processes and in ensuring compliance with all curriculum standards and regulations
- Act on behalf of their Division CC to forward outlines and curriculum sheets through the C3MS when they are approved by the division
- Provide minutes of the division curriculum minutes to the Office of Instruction