

**College Curriculum Committee**  
**Meeting Minutes**  
**Tuesday, February 21, 2012**  
**2:02 p.m. - 3:31 p.m.**  
**Toyon Room**

<u>Item</u>	<u>Discussion</u>
1. Minutes: February 7, 2012	Minutes as written (Lankford, Baker)
2. Announcements	<b>Speaker: Carolyn Holcroft</b>
a. Draft GE List for 12-13	a. Presented the draft GE Requirements for the 2012-13 Catalog. This is the first list since the end of the grandfathering under the old GE pattern, and is significantly shorter than previous years. There are still some applications being considered by the GE subcommittees but it seems that some faculty have not yet reapplied for FH GE under the new GE pattern. If anyone wants to get courses approved for the upcoming year, the applications must get in immediately as we must have the final list approved by CCC by April 1 <sup>st</sup> .
b. Content Review Update	b. Update: Holcroft reminded that last fall CCC agreed that at Foothill, faculty would like to have all permissible options for implementing interdisciplinary prerequisites. Cannot begin implementation until district has mandatory plan in place. FH took decision to APM in fall and have been waiting for DA decision/feedback to start the wording for the District policy. DA just decided that they do NOT want the option of content review alone but this does not preclude us from doing so. APM to begin reviewing district policy and planning for implementation.
c. New Course Proposal Form	c. Amended form presented. If anyone has any feedback, please let us know.
d. Disciplines List Review	d. Disciplines List is the official list of minimum qualifications for faculty to teach a particular course. Proposing changes to the list occurs on a two-year cycle and that window is now open. Please see the attachments and share with interested constituents.
e. SSTF Proposed Legislation	e. The proposed Success legislation will change the ed code and Title 5 language so make yourselves heard!
f. Compass Network Meeting	f. The “Give a student a compass” networking program is intended to bring CSUs and CCCs together to increase student achievement of the LEAP Essential Learning Outcomes. We are partnering with SJSU and West Valley College. Next partnership meeting is at Foothill next Friday, March 2, 12-3, free lunch.
g. ASCCC Survey	g. ASCCC has asked for us to complete a survey to identify what we feel are our top three programs that promote student success. Suggestions: Pass the Torch, PSME Center, Puente, Health Careers, Transfer Center. Holcroft will respond to the survey and may contact programs for further info.
3. Divisional Report Out: Kinesiology & Athletics	<b>Speaker: Barbara Shewfelt</b> Power Point presentation. Please note the division name change! They currently have an AA/Cert of Athletic Injury Care and an AA in Physical Education. They will be developing an AA-T in Kinesiology, Personal Fitness Trainer, Dance Cert, Adaptive fitness Trainer, Athletics degrees. Their curriculum process: They email all faculty to review all CORs and respond to the Division CC members. The

	Divisional CC meet after the Division mtg.
4. Consent Calendar: a. General Ed Application	<b>Speaker: Carolyn Holcroft</b> ENGL 1S/T approved for Area II, English (Horowitz, Starer). Question regarding the text selection being all fictional works. Lankford responded that this course follows the same model as ENGL 1A.
5. Redlining Maximum	<b>Speaker: Carolyn Holcroft</b> Is there a reasonable maximum number of courses/units for which a student could redline? Note that district already has "Academic renewal" policy that allows students to wipe out three consecutive quarters worth of grades, the courses remain on the transcript but are removed from the GPA. The redlining policy we adopted last year clearly indicates transfer schools/programs may require GPA recalculation to include the substandard grades. Discussed pros/cons of redlining. We will not impose a unit/course limit at this time.
6. Accreditation Update & Implications	<b>Speaker: Carolyn Holcroft, Kimberlee Messina, Gillian Schultz</b> We are one of three colleges that have been reaccredited, however there were some requirements which we must meet. One of those items is full implementation of SLOAC for our Program Learning Outcomes. Assessment must be fully implemented. We must report by this October, how many we have done and what is on the way. Oct 2013 is the final deadline for us to have completely assessed all our programs. Holcroft and Schultz have written a proposed action plan that they will bring to the academic senate next week. Horowitz suggested using one of the flex days for this purpose..
7. GE Tracks	<b>Speaker: Carolyn Holcroft</b> Initial reaction to GE paper and idea of creating GE themes/tracks: the point of GE was to require students to experience broad exposure to areas they may not have selected without guidance. Having all the GE designed to be under a particular umbrella (discipline) seems that it is more narrow in scope than what some think GE should be. Many possible ways to create and offer themes, would not have to take away "cafeteria style" option (i.e. student picks whichever GE course they want). Day was encouraged by the comments in the report that UCs are beginning to understand that an education is not always gathered from one institution in four consecutive years. Holcroft noted there is already effort underway to design a GE track with a "sustainability" core. At least one rep is interested in learning more about the concept.
8. GE SLOs	Next agenda.

Atendees:

**FOOTHILL COLLEGE**  
**GENERAL EDUCATION & GRADUATION REQUIREMENTS 2012-2013**

The requirements for the Associate in Arts or Associate in Science Degree include completion of (1) a minimum of 90 units in prescribed courses; (2) a minimum of 24 units completed 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 below with at least one course in Humanities, English, Natural Sciences (with lab), 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**

**Arts:** ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, (14) 2H, 5B, 12, 36, 45B; DANC 10; FA 1; GID 1; MUS 2A, 2B, 2C, 2D, 8, 8H; PHOT 8, 8H, 10, 10H; VART 2C; WMN 15

**Letters:** ENGL 5, 5H, 7, 7H, 12, 14, 17, 22, 31, 40, 40H, 41, 42A, 42B, 42C, 46A, 46C, 48A, 48B, 48C; HUMN 1A, 1B; JAPN 14A, 14B; PHIL 2, 20A, 20B, 20C, 24, 25; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2C, 76

**II. English**

ENGL 1A, ENGL 1AH, 1S/T or ESLL 26

**III. Natural Sciences (with laboratory)**

ANTH 1 w/1L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; BTEC 10; CHEM 1A, 25, 30A; GEOG 1; HORT 10; PHYS 2A, 4A, 5A

**IV. Social & Behavioral Sciences**

ANTH 2A, 3, 5, 8, 12; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 25; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 15, 16, 16H, 17A, 17B, 17C, 20; PHED 2; POLI 1, 3, 3H, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SPED 62; WMN 5, 21

**V. Communication & Analytical Thinking**

COMM 1AH, 1BH, 2, 3, 54A, 55; ENGL 1B, 1BH; MATH 1A, 1B, 1C, 10, 11, (17) 57, 22, 44, 48A, 48B, 48C; PHIL 1, 7, 50

## **VI. United States Cultures & Communities**

CHLD 11; COMM 10, 12; ENGL 7, 7H, 12, 40, 40H; F A 2; HIST 10; PSYC 22; SOC 8;  
WMN 5

## **VII. Lifelong Understanding**

Students must successfully complete a total of four units or more in Lifelong Understanding from two different academic departments. For the purpose of this area, ALAP, DANC and PHED will be considered one academic department ~~and COIN and CIS will be considered one academic department.~~

ALAP 52, 52X, 52Y, 60, 60X, 61, 61X, 62, 62X, 63, 63X, 64, 64X, 66, 66X, 67, 67X, 68X, 70, 70X, 71, 71X, 80, 80X; BIOL 12; CNSL 72; COMM 55; DANC 1A, 1B, 2, 3A, 3B, 4, 5, 6, 7; LIBR 71; PHED 4, 5, 10A, 10B, 10C, 11A, 11B, 13A, 17A, 17B, 19A, 19B, 20A, 20B, 20C, 21A, 21B, 21C, 21D, 22, 22A, 22B, 22C, 23A, 23B, 23C, 24, 24A, 24B, 25A, 26, 26A, 27, 27A, 28, 29, 30, 34A, 34B, 34C, 34D, 34E, 34F, 34G, 34H, 34J, 35A, 35B, 35C, 35D, 35E, 35F, 35G, 36, 37, 38A, 38B, 39, 40, 41, 41A, 42, 45, 45X, 46, 46A, 47B, 47C, 49A, 49B, 50C, 52, 53, 601; SPED 72

**Minimum proficiency: ENGL 1A, ENGL 1AH, ENGL 1S/T or ESLL 26 and MATH 57 or 105 or 108\* 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.

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title:ENGL 24: Unmasking Comics: The Dawn of the Graphic Novel

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#### **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 24: Unmasking Comics: The Dawn of the Graphic Novel

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):

Understand and situate the modern form of graphic narrative in world historical and literary contexts.

We will explore how the history and evolution of this distinct literary genre has made it a relevant form of expression for artists and writers across the world.

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

#### Matching course component(s):

Because this form of storytelling (Graphic Novel) is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

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

#### Matching course component(s):

- History of communication
  1. Evolution of communication toward writing
    - a. Speech/Symbols
    - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
    - c. Focus on the early pictographic forms as sequential narrative art
  2. History of comics
    - Early narratives in visual art (15th-20th century)
      - a. Defining comics
      - b. Superhero comics: golden, silver, bronze, modern
      - c. Variety of forms and emerging forms

Critique graphic narrative with greater insight and work to seek cross-cultural understanding

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

#### Matching course component(s):

- Application of literary theory to graphic writing

Because this form of storytelling is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

- Critique and analyze graphic writing
  1. More than Superhero: separate content/form
  2. Visual only storytelling
  3. Reading panels/ reading text/ conflict and synergy
  4. Intertextuality/ Metatextuality
  5. Socio-cultural issues addressed through graphic writing
  6. compare/contrast similar forms or themes across cultures

## **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.

**Matching course component(s):**

- C. Critique and analyze graphic writing
  - 1. More than Superhero: separate content/form
  - 2. Visual only storytelling
  - 3. Reading panels/ reading text/ conflict and synergy
  - 4. Intertextuality/ Metatextuality
  - 5. Socio-cultural issues addressed through graphic writing
  - 6. compare/contrast similar forms or themes across cultures

**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):**

- History of communication
  - 1. Evolution of communication toward writing
    - a. Speech/Symbols
    - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
    - c. Focus on the early pictographic forms as sequential narrative art

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

**Matching course component(s):**

- History of communication
  - 1. Evolution of communication toward writing
    - a. Speech/Symbols
    - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
    - c. Focus on the early pictographic forms as sequential narrative art

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

**Matching course component(s):**

- Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical...and other literary theory
  - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis

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

**Matching course component(s):**

Because this form of storytelling is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

**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):**

**Methods of Evaluation -**

- A. At least two critical papers and/or essay exams.
- B. Quizzes, journals, midterm, oral reports, and/or 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):**

**Methods of Evaluation -**

- A. At least two critical papers and/or essay exams.

## **General Education Review Request**

### **AREA I - HUMANITIES**

B. Quizzes, journals, midterm, oral reports, and/or final exam.  
C. Participation in classroom discussion.

#### **Method of Instruction - Lecture, Discussion, Small Group activities**

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

#### **Matching course component(s):**

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

#### **Matching course component(s):**

#### **Methods of Evaluation -**

D. At least two critical papers and/or essay exams.

Application of literary theory to graphic writing

**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):**

Critique graphic narrative with greater insight and work to seek cross-cultural understanding

**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: Kella Svetich \_\_\_\_\_ Date: 6/23/11 \_\_\_\_\_

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#### **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 7 CONTEMPORARY MUSICAL STYLES

#### **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 7 Contemporary Musical Styles

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):**

Contemporary Musical Styles is a research and listening based survey course that begins with the roots in blues and continues with jazz, popular songs, and rock music of today. It is a social history of rock and roll that examines music before and after World War II, from the migration of the blues in the United States, to the social changes of the civil rights era of the 60s, to current times. The course will compare the historical and cultural context of popular lyrics in reference to contemporary, traditional, and folk styles by studying prominent musicians, genres, and songs associated with current musical idioms and social media.

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Recognize form and structure in contemporary music, the dilemma between the sacred and the secular  
Identify reciprocal influences between classical music, and rock or jazz, like Concierto de Aranjuez by J. Rodrigo, compared to Sketches of Spain by Miles Davis, or Stairway to Heaven by Led Zeppelin.

Examine the influence of jazz improvisation on rock solos

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

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

**Matching course component(s):**

Think and listen like a music publisher as they analyze poetic devices, and contrast the subject matter of lyrics found in pre and post WWII blues tunes, with current popular songs

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Weekly "source readings" from the Pop, Rock, and Soul Reader Essays textbook to analyze and debate, both in written form and for class discussions. Included are journalistic criticisms, interviews with musicians and excerpts from autobiographies.

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

Identify the unsung heroes like the Funk Brothers, the Wrecking Crew, DJs, and people who pushed the envelope that opened the doors for other artists to walk through

## **General Education Review Request**

### **AREA I - HUMANITIES**

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

##### **Matching course component(s):**

Establishing a sense of place for rhythm, the roots of rock and roll, by examining slave quarters and plantation life along the Mississippi, across from Fort Sumter in Charleston, South Carolina, and next to the White House (at the Steven Decatur House that faces Lafayette Square), to understand the role of call and response in song form

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

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

##### **Matching course component(s):**

Weekly written responses to essays, historical narratives, interviews, and autobiographies that respond to important developments in music history, for example: Bob Dylan going electric, pro or con?

Journalistic criticism that provides insight within the world of musicians, the music industry, and the audience.

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

#### **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):**

Listen to various styles of blues, jazz, pop, and rock, and identify musical characteristics in terms of instrumentation, chord progressions, melody, harmony, rhythm, and the length of compositions, that can help pinpoint the decade when they were written

Think and listen like a music publisher as they analyze poetic devices, and contrast the subject matter of lyrics found in pre and post WWII blues tunes, with current popular songs

Identify major performers and instrumentalists within the styles in relation to race, ethnicity, class, and gender:

1. Blues, Elvis and Rockabilly, Dick Clark and American Bandstand, Folk and Social Protest music, British Invasion, Motown, Acid Rock, Soul Music, Jazz, Girl Groups, Punk, MTV, Rave, Rap, Hip Hop, Metal, and Jam Bands

Identify reciprocal influences between classical music, and rock or jazz, like Concierto de Aranjuez by J. Rodrigo, compared to Sketches of Spain by Miles Davis, or Stairway to Heaven by Led Zeppelin.

Examine the influence of jazz improvisation on rock solos

Analyze and research a musician of their choice, and write a children's book on that artist

##### **Writing**

1. A choice between a song comparison essay, a lyric analysis essay, or an instrumental analysis essay
2. Weekly written responses to essays, historical narratives, interviews, and autobiographies that respond to important developments in music history, for example: Bob Dylan going electric, pro or con? Journalistic criticism that provides insight within the world of musicians, the music industry, and the audience

##### **Research Projects**

1. Oral and lyric presentation on an artist of the student's choice
2. Creation of a children's book on the artist of their oral presentation, text based on research project, plus supporting materials, like discographies and illustrations

## 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;

**Matching course component(s):**

Think and listen like a music publisher as they analyze poetic devices, and contrast the subject matter of lyrics found in pre and post WWII blues tunes, with current popular songs

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Weekly written responses to essays, historical narratives, interviews, and autobiographies that respond to important developments in music history, for example: Bob Dylan going electric, pro or con?

Journalistic criticism that provides insight within the world of musicians, the music industry, and the audience.

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

**Matching course component(s):**

Listen to various styles of blues, jazz, pop, and rock, and identify musical characteristics in terms of instrumentation, chord progressions, melody, harmony, rhythm, and the length of compositions, that can help pinpoint the decade when they were written

A choice between a song comparison essay, a lyric analysis essay, or an instrumental analysis essay

Recognize form and structure in contemporary music, the dilemma between the sacred and the secular

Identify reciprocal influences between classical music, and rock or jazz, like Concierto de Aranjuez by J. Rodrigo, compared to Sketches of Spain by Miles Davis, or Stairway to Heaven by Led Zeppelin.

Examine the influence of jazz improvisation on rock solos

Basic chord progressions that represent specific decades

Song forms, styles, and scales

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

**Matching course component(s):**

Listen to various styles of blues, jazz, pop, and rock, and identify musical characteristics in terms of instrumentation, chord progressions, melody, harmony, rhythm, and the length of compositions, that can help pinpoint the decade when they were written

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Recognize form and structure in contemporary music, the dilemma between the sacred and the secular

Identify reciprocal influences between classical music, and rock or jazz, like Concierto de Aranjuez by J. Rodrigo, compared to Sketches of Spain by Miles Davis, or Stairway to Heaven by Led Zeppelin.

Examine the influence of jazz improvisation on rock solos

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

Analyze and research a musician of their choice, and write a children's book on that artist

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

**Matching course component(s):**

Identify major performers and instrumentalists within the styles in relation to race, ethnicity, class, and

## General Education Review Request

### AREA I - HUMANITIES

gender:

1. Blues, Elvis and Rockabilly, Dick Clark and American Bandstand, Folk and Social Protest music, British Invasion, Motown, Acid Rock, Soul Music, Jazz, Girl Groups, Punk, MTV, Rave, Rap, Hip Hop, Metal, and Jam Bands

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

Establishing a sense of place for rhythm, the roots of rock and roll, by examining slave quarters and plantation life along the Mississippi, across from Fort Sumter in Charleston, South Carolina, and next to the White House (at the Steven Decatur House that faces Lafayette Square), to understand the role of call and response in song form

**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):

Identify reciprocal influences between classical music, and rock or jazz, like Concierto de Aranjuez by J. Rodrigo, compared to Sketches of Spain by Miles Davis, or Stairway to Heaven by Led Zeppelin.

Examine the influence of jazz improvisation on rock solos

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

Establish a sense of place for rhythm and the roots of rock and roll, by examining slave quarters and plantation life along the Mississippi, across from Fort Sumter in Charleston, South Carolina, and next to the White House (at the Steven Decatur House that faces Lafayette Square), to understand the role of call and response in song form

#### Writing

1. A choice between a song comparison essay, a lyric analysis essay, or an instrumental analysis essay
2. Weekly written responses to essays, historical narratives, interviews, and autobiographies that respond to important developments in music history, for example: Bob Dylan going electric, pro or con? Journalistic criticism that provides insight within the world of musicians, the music industry, and the audience

#### Research Projects

1. Oral and lyric presentation on an artist of the student's choice
2. Creation of a children's book on the artist of their oral presentation, text based on research project, plus supporting materials, like discographies and illustrations

#### Tests

## **General Education Review Request**

### **AREA I - HUMANITIES**

<ol style="list-style-type: none"><li>1. 3 written tests (essays, matching, and multiple choice questions)</li><li>2. Listening: musical style, performers, and era identification</li></ol>
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Basic chord progressions that represent specific decades

#### **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):**

Weekly "source readings" from the Pop, Rock, and Soul Reader Essays textbook to analyze and debate, both in written form and for class discussions. Included are journalistic criticisms, interviews with musicians and excerpts from autobiographies.

Weekly reading from the textbook, Rockin'in Time: A Social History of Rock-and-Roll, Chapters 1-22

Weekly chapter reviews from assigned reading in textbook

Weekly reviews from documentary films that focus on artists whose songs have been a part social changes in history

Lyric analysis paper and presentation

Creating a children's book on the artist of their choice, historical background, illustrations, and bibliography

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

Not applicable

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

**Matching course component(s):**

Writing

1. A choice between a song comparison essay, a lyric analysis essay, or an instrumental analysis essay
2. Weekly written responses to essays, historical narratives, interviews, and autobiographies that respond to important developments in music history, for example: Bob Dylan going electric, pro or con? Journalistic criticism that provides insight within the world of musicians, the music industry, and the audience.

Research Projects

1. Oral and lyric presentation on an artist of the student's choice
2. Creation of a children's book on the artist of their oral presentation, text based on research project, plus supporting materials, like discographies and illustrations

Weekly chapter reviews from assigned reading in textbook

Weekly reviews from documentary films that focus on artists whose songs have been a part of social changes in history

## 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):**

Contemporary Musical Styles is a research and listening based survey course that begins with the roots in blues and continues with jazz, popular songs, and rock music of today. It is a social history of rock and roll that examines music before and after World War II, from the migration of the blues in the United States, to the social changes of the civil rights era of the 60s, to current times. The course will compare the historical and cultural context of popular lyrics in reference to contemporary, traditional, and folk styles by studying prominent musicians, genres, and songs associated with current musical idioms and social media.

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Integrate the significant role that music plays in breaking down racial barriers through politics, cultural diversity, and the creative arts

Trace the rise of popularity of the American blues in Great Britain and Europe to culminate with the blues revival of the 1960's and the British Invasion

Identify the unsung heroes like the Funk Brothers, the Wrecking Crew, DJs, and people who pushed the envelope that opened the doors for other artists to walk through

Establishing a sense of place for rhythm, the roots of rock and roll, by examining slave quarters and plantation life along the Mississippi, across from Fort Sumter in Charleston, South Carolina, and next to the White House (at the Steven Decatur House that faces Lafayette Square), to understand the role of call and response in song form Establishing a sense of place for rhythm, the roots of rock and roll, by examining slave quarters and plantation life along the Mississippi, across from Fort Sumter in Charleston, South Carolina, and next to the White House (at the Steven Decatur House that faces Lafayette Square), to understand the role of call and response in song form

Weekly "source readings" from the Pop, Rock, and Soul Reader Essays textbook will include journalistic criticisms, interviews with musicians, and excerpts from autobiographies.

**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):**

The intent of the distance-learning lab is to integrate the history of pop music through politics, society, and technology. Through the lab, the students will travel to far away museums (like the Rock and Roll Hall of Fame, or the Smithsonian), to discover and incorporate social media, view concerts, complete assignments, and experience the influence of technology on music history. Each lab has a separate module, and an assignment to complete under Assignments, Tests, and Surveys: true and false statements, multiple choice, or essay questions. Current lab modules include:

The blues migration in the United States

## **General Education Review Request**

### **AREA I - HUMANITIES**

- A. The evolution of recording: the role of Sam Phillips and Sun Records
- B. Poetic Devices in Songwriting
- C. Doo Wop
- D. Woody Guthrie and Bob Dylan, lyrics move messages through social protest
- E. The British Invasion, the Beatles, and the Stones
- F. Identity and the Music Industry
- G. And all that Jazz!
- H. Motown and the Funk Brothers
- I. Radio, Journalism, NPR, and The Rolling Stone Magazine
- J. Rock and Roll Hall of Fame, Cleveland Ohio
- K. Internet, Jam Bands, and Youtube

Listen to various styles of blues, jazz, pop, and rock, and identify musical characteristics in terms of instrumentation, chord progressions, melody, harmony, rhythm, and the length of compositions, that can help pinpoint the decade when they were written

Think and listen like a music publisher as they analyze poetic devices, and contrast the subject matter of lyrics found in pre and post WWII blues tunes, with current popular songs

Examine music in terms of historical and cultural context, studying the Civil Rights movement, among other topics, through song lyrics

Weekly "source readings" from the Pop, Rock, and Soul Reader Essays textbook will include journalistic criticisms, interviews with musicians, and excerpts from autobiographies.

Requesting Faculty: Janis Stevenson \_\_\_\_\_ Date: 11/17/11 \_\_\_\_\_

Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 11/17/11 \_\_\_\_\_

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#### **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 7D: The Beatles in the Culture of Popular Music

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#### **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 7D: The Beatles in the Culture of Popular Music

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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):**

Students will be able to recognize the significant effects that politics, social and cultural diversity, and the creative arts had on the Beatles' music.

Identifies the significant effects that Hindu religious beliefs, social and cultural diversity, and the language arts had on their music.

Analyzes the sociological impact the Beatles' statements had on non-musical matters, such as politics, drugs, religion, etc.

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

**Matching course objective(s):**

Analyze and describe the sociological impact the Beatles' statements had on non-musical matters, such as politics, drugs, religion, etc.

Identifies the significant effects that Hindu religious beliefs, social and cultural diversity, and the language arts had on their music.

Students will be able to understand the diverse musical stages the Beatles went through from 1962-1970 to enrich his or her musical enjoyment.

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

**Matching course objective(s):**

Students will be able to describe the sociological impact the Beatles' statements had on non-musical matters such as politics, drugs, religion, etc.

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

**Matching course objective(s):**

Students will be able to describe and analyze the kinetic quality of the Beatles' live performances and its effect on audiences.

**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):**

Students will be able to identify the different musical stages of the Beatles from 1962-1970, as well as analyze both recorded and live examples of popular music performance. In addition, students will be able to select discriminately examples of their songs which relate to the classical musical tradition as well as to other styles.

Several written assignments involving student creativity.

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

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

## **General Education Review Request**

### **AREA I - HUMANITIES**

**Matching course objective(s):**

Students will be able to recognize the significant effects that politics, social and cultural diversity, and the creative arts had on their music, and how this led to the forging of a highly artistic musical language that pushed the boundaries of popular music expression.

**H7. Appreciation of nonverbal communication to be found in the visual and performing arts;****Matching course objective(s):**

Students will be able to select discriminately examples of their songs which relate to the classical musical tradition as well as to other styles.

**H8. Recognition of the variety of valid interpretations of artistic expression;****Matching course objective(s):**

Students will be able to identify the different musical stages of the Beatles from 1962-1970, as well as analyze both recorded and live examples of popular music performance. In addition, students will be able to select discriminately examples of their songs that relate to the classical musical tradition as well as to other styles.

**H9. Appreciation of our common humanity within the context of diverse cultures;****Matching course objective(s):**

Students will be able to recognize the significant effects that politics, social and cultural diversity, and the creative arts had on the Beatles' music, as well as select discriminately examples of their songs which relate to the classical musical tradition as well as to other styles.

**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):**

Students will prepare an oral or written presentation on some aspect of the Beatles' career that has had a significant impact on contemporary popular culture.

**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):**

Students will prepare an oral or written presentation on some aspect of the Beatles' career that has had a significant impact on contemporary popular culture.

**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):**

Students will be able to identify the different musical stages of the Beatles from 1962-1970, as well as analyze both recorded and live examples of popular music performance. In addition, students will be able to select discriminately examples of their songs that relate to the classical

## **General Education Review Request**

### **AREA I - HUMANITIES**

musical tradition as well as to other styles.

**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):**

Students will be able to recognize the significant effects that politics, social and cultural diversity, and the creative arts had on the Beatles' music, as well as select discriminately examples of their songs which relate to the classical musical tradition as well as to other styles.

**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: Paul Davies \_\_\_\_\_ Date: November 23<sup>rd</sup>, 2009 \_\_\_\_\_

Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 12/2/11 \_\_\_\_\_

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#### **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 11H: Honors Contemporary Issues in Photography

#### 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 11H: Honors Contemporary Issues in 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. 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.

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

**Matching course objective(s):**

- 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.
- 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.

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

**Matching course objective(s):**

- 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.
- 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.

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

**Matching course objective(s):**

- 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.

## **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.

**Matching course objective(s):**

- 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.

Three 1000 word essays.

**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. 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.

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

**Matching course objective(s):**

- 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.

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

**Matching course objective(s):**

- 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

## General Education Review Request

### AREA I - HUMANITIES

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.

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

**Matching course objective(s):**

- A. Compare and contrast various contemporary trends in photography and their affect upon aesthetics and techniques in the visual arts.
- 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.
- 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.

**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):**

- 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.

**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. 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.
- 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.

**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 I - HUMANITIES**

- 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.

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

**Matching course objective(s):**

- 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.

**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. 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.

**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: 10/15/09 \_\_\_\_\_

Division Curr Rep: Robert Hartwell \_\_\_\_\_ Date: 1/23/11 \_\_\_\_\_

**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 IV - SOCIAL & BEHAVIORAL SCIENCES**

Course Number & Title: Political Economy 09

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#### **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: Political Economy 09 \_\_\_\_\_

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

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

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

**Matching course objective(s):**

**Description:** Analysis of the contending theoretical formulations of International Political Economy (IPE) emphasizing the interconnection between economics and politics in the broad context of a global economy and the formulation of national public policy. Systematic analysis of economic and political policy issues of current national and international significance are emphasized and investigated.

**2D.** Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

**2E.** Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

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

**Matching course objective(s):**

**2A.** Identify and analyze the contending theoretical formulations of the international political economy and their interconnections to the state.

**2B.** Critically evaluate the international political economy including trade, finance and development within the broad context of world politics.

**2C.** Assess competing analytical and theoretical models used in the study of political economy particularly in evaluating the historical development and current operation of the world economy.

**2D.** Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

**2E.** Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

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

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

**Matching course objective(s):**

12.

Weekly reading assignments of required texts (200 pp) that are linked to class modules.

Accessing the New York Times, The Economist (online versions) to keep abreast of worldwide economic and political issues and informing class of findings

Accessing online versions of the Foreign Affairs, Foreign Policy and other relevant journals that will assist students in their knowledge of relevant issues.

Development of Fifteen Page Research Paper topic, thesis and outline in conjunction with instructor

Fifteen Page Critical analytical research paper utilizing the investigative research methods and analysis

**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):**

2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

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

**Matching course objective(s):**

2D. Identify the central structural and historical features of the global Political economy and their changing circumstances in a global market place.

2E. Identify and critically analyze some of the leading policy issues in the global political economy such as global finance, trade, terrorism, non-governmental organizations and the role of international economic institutions such as: the World Bank, International Monetary Fund (IMF), Inter-American Development Bank (IDB), and trade blocs in social, economic and national development strategies.

2F. Identify and systematically analyze the political ideologies underlying global political economy issues.

2G. Analyze the role of the WTO in the International Political Economy

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

**Matching course objective(s):**

4H. Analyze the Extent and role of the public, quasi-public, and private sectors:  
Government, proprietorship, partnership and corporation in  
Sustainable and capacity-building and government role

1. Infrastructural development

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

<ul style="list-style-type: none"><li>2. Allocation distribution of national resources</li><li>3. Stabilization of market</li><li>4. Education, research and development</li><li>5. Institutions in monetary and fiscal policies</li><li>6. Environment, workplace safety</li></ul>
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**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

- 4.
- C2. Analysis of International finance in the IPE:
- C3. Examine the role of Multinational corporations in the IPE
- C4. Assess the role of Non-governmental organizations in the IPE
- Economic theory and history
- Capital flows
- International trade

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

Matching course objective(s):

- 4I.
- Sustainable and capacity-building and government role in:
- 1. Infrastructure
- 2. Allocation distribution
- 3. Stabilization
- 4. Education, research and development
- 5. Institutions in monetary and fiscal policies
- 6. Environment, workplace safety
- 7. Resources conservation

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

Matching course objective(s): Analysis of :

- 4F. Contemporary Problems in political economy such as indigenous populations, environment, poverty, status of women
- 4G. Socio-economic organizations
- 1. Laissez faire, mixed economy, socialism
- 2. Marxism, facism, and corporatism

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

Matching course objective(s):

- 4C.
- 1. Investigate the role of Socialist economics in the Capitalist World Economy
- 2. Analysis of International finance in the IPE
- 3. Examine the role of Multinational corporations in the IPE
- 4. Assess the role of Non-governmental organizations in the IPE
- 4D. Economic theory and history
- 1. Capital flows
- 2. International trade
- 4E. International development; population, poverty
- 4F. Contemporary Problems in political economy such as indigenous populations, environment, poverty, status of women

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

Matching course objective(s):

- 2C. Assess competing analytical and theoretical models used in the study

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

of political economy particularly in evaluating the historical development and current operation of the world economy.

**2D.** Identify the central structural and historical features of the global political economy and their changing circumstances in a global market.

**2E.** Identify and critically analyze some of the leading policy issues in the global political economy.

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

**Matching course objective(s):**

**2A.** Identify and analyze the contending theoretical formulations of the international political economy and their interconnections to the state.

**2B.** Critically evaluate the international political economy including trade, finance and development within the broad context of world politics and how these affect human behavior.

**2C.** Assess competing analytical and theoretical models used in the study of political economy particularly in evaluating the historical development and current operation of the world economy.

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

**Matching course objective(s):**

**4J.** Analysis of Geopolitics vs geo-economics

1. Protectionism, trade issues, industrial policy
2. Colonialism and revolution

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

**Matching course objective(s):**

**4K.** Analysis of American political economy impacts on society :

1. World War 1 and the 1920's
2. Great depression, New Deal, Keynesianism, World War II and Globalism
3. Cold War, affluence, poverty, fair deal, new frontier, Great Society
- 4L. Efforts to restructure and downsize
1. Intertantional linkages
2. Ethnic fragmentation welfare state, entitlements

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

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

**Matching course objective(s):**

6.

A. Mid-term examination

B. Analytical research paper (15pp) demonstrating substantial knowledge of the use of the scientific

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

method in research and analysis

C. Active participation in class discussions demonstrating critical analytical understanding and synthesis of the issues

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

**Matching course objective(s):**

6B. Analytical research paper (15pp) demonstrating substantial knowledge of the use of the scientific method in research and analysis

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

**Matching course objective(s):**

6 B. Analytical research paper (15pp) demonstrating substantial knowledge of the use of the scientific method in research and analysis

C. Active participation in class discussions demonstrating critical analytical understanding and synthesis of the issues

**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):**

4M. Analysis of Regionalism: NAFTA, European Community (European Union) APEC

1. IGO's, NGO's, IMF

2. IBRD, WTO, MNC'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).

12. Weekly reading assignments of required texts (200 pp) that are linked to class modules.

Accessing the New York Times, The Economist (online versions) to keep abreast of worldwide economic and political issues and informing class of findings

Accessing online versions of the Foreign Affairs, Foreign Policy and other relevant journals that will assist students in their knowledge of relevant issues.

Development of Fifteen Page Research Paper topic, thesis and outline in conjunction with instructor

Fifteen Page Critical analytical research paper utilizing the investigative research methods and analysis

Requesting Faculty: Dr. Joseph A. Woolcock \_\_\_\_\_ Date: October 21, 2011 \_\_\_\_\_

Division Curr Rep: Bill Ziegenhorn \_\_\_\_\_ Date: 10-25-11 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

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

Bill Ziegenhorn  
Andy Lee

Comments:

Subcommittee recommends approval 2-17-12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title:** Biology 9: Environmental Biology

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#### **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: Biology 9. Environmental Biology

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):**

**2.A.** describe the scope of environmental biology and its relationship to other sciences.

**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):**

**2.K.** discuss contributions that an individual can make toward affecting environmental policy and sustainable use of resources.

**2.L.** critically evaluate media generated environmental information and contrasting viewpoints on environmental issues

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

From Section 4:

**D. Human population growth**

1. History and possible future trajectories
2. Contrasting viewpoints on the limits of human population growth
3. Patterns of population growth and resource use in more developed countries (MDC) versus less developed countries (LDC)
4. Age structure pyramids
5. Contributing factors such as illiteracy, infant mortality, GNP, and attitudes regarding family, birth control, religion.

**E. Implications of human population growth**

1. Urbanization: definition, associated problems, possible solutions.
2. Environmental justice: definition, impacts on different ethnic groups.
3. Waste management: landfills, recycling, incineration, hazardous wastes, sewage.
4. Sustainability: definition, approaches to achieving sustainability such as sustainable harvests and protection of resources.

**F. Natural resources**

1. Characteristics of the air (atmosphere) and threats
  - a. Air pollution (smog, acid rain, etc.)
  - b. Ozone loss
  - c. Greenhouse effect
  - d. Climate change and global warming
  - e. Consequences for human health

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

**D. Human population growth**

1. History and possible future trajectories
2. Contrasting viewpoints on the limits of human population growth
3. Patterns of population growth and resource use in more developed countries (MDC) versus less developed countries (LDC)
4. Age structure pyramids

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

5. Contributing factors such as illiteracy, infant mortality, GNP, and attitudes regarding family, birth control, religion.

**E. Implications of human population growth**

1. Urbanization: definition, associated problems, possible solutions.
2. Environmental justice: definition, impacts on different ethnic groups.
3. Waste management: landfills, recycling, incineration, hazardous wastes, sewage.
4. Sustainability: definition, approaches to achieving sustainability such as sustainable harvests and protection of resources.

**F. Natural resources**

1. Characteristics of the air (atmosphere) and threats
  - a. Air pollution (smog, acid rain, etc.)
  - b. Ozone loss
  - c. Greenhouse effect
  - d. Climate change and global warming
  - e. Consequences for human health

**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):**

**2K. critically evaluate media generated environmental information and contrasting viewpoints on environmental issues.**

**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):**

**From section 4**

**E. Implications of human population growth**

1. Urbanization: definition, associated problems, possible solutions.
2. Environmental justice: definition, impacts on different ethnic groups.
3. Waste management: landfills, recycling, incineration, hazardous wastes, sewage.
4. Sustainability: definition, approaches to achieving sustainability such as sustainable harvests and protection of resources.

**J. Environmental policy and resource use**

1. Major pieces of US environmental legislation
2. Role of non-governmental organizations in shaping environmental policy

**K. Role of the individual**

1. How to find and evaluate information regarding environmental issues and policy
2. How to write your congressmen.
3. Identify and evaluate how lifestyle choices impact the environment.

**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):**

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**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):**

From section 4

**K. Role of the individual**

1. How to find and evaluate information regarding environmental issues and policy
2. How to write your congressmen.
3. Identify and evaluate how lifestyle choices impact the environment.

**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):**

From Section 4:

**K. Role of the individual**

1. How to find and evaluate information regarding environmental issues and policy
2. How to write your congressmen.
3. Identify and evaluate how lifestyle choices impact the environment.

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

**Matching course objective(s):**

From Section 4

**J. Environmental policy and resource use**

1. Major pieces of US environmental legislation
2. Role of non-governmental organizations in shaping environmental policy

**K. Role of the individual**

1. How to find and evaluate information regarding environmental issues and policy
2. How to write your congressmen.
3. Identify and evaluate how lifestyle choices impact the environment.

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

**Matching course objective(s):**

From Section 4

**K. Role of the individual**

1. How to find and evaluate information regarding environmental issues and policy
2. How to write your congressmen.
3. Identify and evaluate how lifestyle choices impact the environment.

Requesting Faculty: Gillian Schultz \_\_\_\_\_ Date: 1/15/10 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title: CNSL 1 College Success**

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#### **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: CNSL 1 College Success \_\_\_\_\_

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):**

- A. discuss concepts and significance of factors that contribute to college success:
- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.

**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):**

- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.
- D. select and apply interventions to improve college success.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

- B. assess level of performance and areas needing improvement.
- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

- B. assess level of performance and areas needing improvement.
- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

**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):**

- A. discuss concepts and significance of factors that contribute to college success:
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

#### **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):**

- A. discuss concepts and significance of factors that contribute to college success:
- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.
- E. identify and use resources to improve college success.

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**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)**

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

**Matching course objective(s):**

- A. discuss concepts and significance of factors that contribute to college success:
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

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

**Matching course objective(s):**

- B. assess level of performance and areas needing improvement.
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

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

**Matching course objective(s):**

- A. discuss concepts and significance of factors that contribute to college success:
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

**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):**

- C. recognize how culture, age and gender affect attitudes and practices that lead to college success.
- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

**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):**

- D. select and apply interventions to improve college success.
- E. identify and use resources to improve college success.

Requesting Faculty: Voltaire Villanueva \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

Division Curr Rep: Andy Lee \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

Course Number & Title: CNSL 2 College & Life Management

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#### **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:** CNSL 2 College & Life Management

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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):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- F. apply conflict resolution strategies to improve interpersonal relationships
- G. assess wellness concepts and create a personal action plan
- I. examine personal and educational values and compare and contrast to diverse cultures

**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):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- E. demonstrate and evaluate theoretical modalities of decision making and goal setting
- F. apply conflict resolution strategies to improve interpersonal relationships
- G. assess wellness concepts and create a personal action plan
- K. employ the computer for research

**L3.** Identify current issues and concerns that influence health, communication or learning;

##### **Matching course objective(s):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- B. compare and contrast the theories of self-esteem
- F. apply conflict resolution strategies to improve interpersonal relationships
- G. assess wellness concepts and create a personal action plan
- H. identify and evaluate preferred learning style and apply to the process of life long learning

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

##### **Matching course objective(s):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- B. compare and contrast the theories of self-esteem
- F. apply conflict resolution strategies to improve interpersonal relationships
- G. assess wellness concepts and create a personal action plan
- I. examine personal and educational values and compare and contrast to diverse cultures
- L. describe the culture of higher education

**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):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- G. assess wellness concepts and create a personal action plan
- H. identify and evaluate preferred learning style and apply to the process of life long learning
- I. examine personal and educational values and compare and contrast to diverse cultures
- J. critically reflect, analyze, and evaluate the learning process

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**AREA VII - LIFELONG LEARNING**

K. employ the computer for research

**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):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- F. apply conflict resolution strategies to improve interpersonal relationships
- I. examine personal and educational values and compare and contrast to diverse cultures
- J. critically reflect, analyze, and evaluate the learning process
- L. describe the culture of higher education

**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)**

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

**Matching course objective(s):**

- A. describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- B. compare and contrast the theories of self-esteem
- E. demonstrate and evaluate theoretical modalities of decision making and goal setting
- F. apply conflict resolution strategies to improve interpersonal relationships
- G. assess wellness concepts and create a personal action plan
- H. identify and evaluate preferred learning style and apply to the process of life long learning
- I. examine personal and educational values and compare and contrast to diverse cultures
- J. critically reflect, analyze, and evaluate the learning process
- K. employ the computer for research

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

**Matching course objective(s):**

- J. critically reflect, analyze, and evaluate the learning process
- K. employ the computer for research

**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 psycho-social characteristics, beliefs and attitudes of an effective life-long learner

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- B. compare and contrast the theories of self-esteem
- D. create short-term and long-term college and life goals
- H. identify and evaluate preferred learning style and apply to the process of life long learning
- L. describe the culture of higher education

**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 psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- F. apply conflict resolution strategies to improve interpersonal relationships
- I. examine personal and educational values and compare and contrast to diverse cultures
- L. describe the culture of higher education

**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):**

- J. critically reflect, analyze, and evaluate the learning process
- K. employ the computer for research

Requesting Faculty: Voltaire Villanueva \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

Division Curr Rep: Andy Lee \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title:** CNSL 90 - Intro. to Online Learning

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#### **Breadth Criteria:**

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

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

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

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

#### **Depth Criteria for Area 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:** CNSL 90 Intro. to Online Learning

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):**

- B. assess personal characteristics related to success in the use of On-line learning
- C. use internet terminology and tools related to on-line instruction

**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):**

- B. assess personal characteristics related to success in the use of On-line learning
- C. use internet terminology and tools related to on-line instruction
- D. interact On-line with the instructor and class members using contemporary Internet tools

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

- B. assess personal characteristics related to success in the use of On-line learning
- C. use internet terminology and tools related to on-line instruction
- D. interact On-line with the instructor and class members using contemporary Internet tools
- E. develop learning strategies to get an "A" in an On-line class

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

- A. register for appropriate classes
- B. assess personal characteristics related to success in the use of On-line learning
- D. interact On-line with the instructor and class members using contemporary Internet tools
- E. develop learning strategies to get an "A" in an On-line class

**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):**

- C. use internet terminology and tools related to on-line instruction
- D. interact On-line with the instructor and class members using contemporary Internet tools

#### **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):**

- B. assess personal characteristics related to success in the use of On-line learning
- D. interact On-line with the instructor and class members using contemporary Internet tools
- E. develop learning strategies to get an "A" in an On-line class

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

**Matching course objective(s):**

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**AREA VII - LIFELONG LEARNING**

**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):**

- C. use internet terminology and tools related to on-line instruction
- E. develop learning strategies to get an "A" in an On-line class

**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):**

- D. interact On-line with the instructor and class members using contemporary Internet tools

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

**Matching course objective(s):**

- A. register for appropriate classes
- B. assess personal characteristics related to success in the use of On-line learning

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

**Matching course objective(s):**

- A. register for appropriate classes
- B. assess personal characteristics related to success in the use of On-line learning
- D. interact On-line with the instructor and class members using contemporary Internet tools
- E. develop learning strategies to get an "A" in an On-line class

**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):**

- D. interact On-line with the instructor and class members using contemporary Internet tools

**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):**

- A. register for appropriate classes
- B. assess personal characteristics related to success in the use of On-line learning
- C. use internet terminology and tools related to on-line instruction
- D. interact On-line with the instructor and class members using contemporary Internet tools
- E. develop learning strategies to get an "A" in an On-line class

Requesting Faculty: Jerry Cellilo \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

Division Curr Rep: Andy Lee \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

**REVIEW COMMITTEE USE ONLY:**

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title:** COMM 2 Interpersonal Communication

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#### **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:** Comm 2 Interpersonal Communication

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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:**

**L1.** Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course component(s):

**Discipline #1: Psychology**

- B. Communication and the self
  - 1. Origin of self-concept
  - 2. Development of self-concept
  - 3. Self-awareness
  - 4. Improving self-concept
- C. Perception and communication
  - 1. The process of human perception
  - 2. Influences on perception
  - 3. Increasing accuracy of perception
- D. Communication and emotions
  - 1. The nature of emotions
  - 2. Influences on expression of emotions
  - 3. Managing and express emotions effectively

**Discipline #2: Language Studies**

- E. Verbal communication
  - 1. The symbolic nature of language
  - 2. The uses and abuses of language

**Discipline #3: Gender Studies and Cross-Cultural Studies**

- E. Verbal communication
  - 3. Culture, gender and language
- I. Interpersonal communication and culture
  - 1. Obstacles to intercultural communication
  - 2. High and low context communication
  - 3. Individualism and collectivism
  - 4. Improving intercultural communication

**Discipline #4: Management and Organizational Behavior**

- K. Conflict
  - 1. The nature of conflict
  - 2. Conflict styles
  - 3. Increasing assertiveness
  - 4. Methods of conflict resolution

**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 component(s):

- C. Perception and communication
  - 1. The process of human perception
  - 2. Influences on perception
  - 3. Increasing accuracy of perception
- E. Verbal communication

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**AREA VII - LIFELONG LEARNING**

1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**L3.** Identify current issues and concerns that influence health, communication or learning;

Matching course component(s):

A. The nature of interpersonal communication
1. Process and principles of communication
2. Communication competence
B. Communication and the self
1. Origin of self-concept
2. Development of self-concept
3. Self-awareness
4. Improving self-concept
C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
H. Communication in relationships
1. The development and maintenance of relationships
2. Stages of relationships
3. Improving relationships through self-disclosure
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication
J. Communication climates
1. Confirming and disconfirming climates
2. Defensiveness
3. Preventing defensiveness in others and responding non-defensively
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

**L4. Comprehend and apply health and well-being issues to the individual and to society;**

Matching course component(s):

D. Communication and emotions
1. The nature of emotions
2. Influences on expression of emotions
3. Managing and express emotions effectively

**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 component(s):

E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language

**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 component(s):

B. Communication and the self
1. Origin of self-concept
2. Development of self-concept
3. Self-awareness
4. Improving self-concept

**L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;**

Matching course component(s):

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**AREA VII - LIFELONG LEARNING**

C. Perception and communication
1. The process of human perception
2. Influences on perception
3. Increasing accuracy of perception
E. Verbal communication
3. Culture, gender and language
I. Interpersonal communication and culture
1. Obstacles to intercultural communication
2. High and low context communication
3. Individualism and collectivism
4. Improving intercultural communication

**L8.** Understand the importance of physical fitness and its impact on an individual's physical and mental health;

**Matching course component(s):**

**L9.** Use technology to analyze problems and create solutions.

**Matching course component(s):**

**9. Method of Instruction** - Lecture, Discussion, Cooperative learning exercises, Oral presentations, Electronic discussions/chat, Laboratory, Demonstration.

**10. Lab Content -**

- A. Class discussion via internet via chat room, list serves, newsgroups, or networking platforms.
- B. Post and respond to blog entries.
- C. Critically analyzes on-line videos of speeches, films, and news interviews in relation to course content.

**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):**

A. The nature of interpersonal communication
1. Process and principles of communication
2. Communication competence
E. Verbal communication
1. The symbolic nature of language
2. The uses and abuses of language
3. Culture, gender and language
F. Nonverbal Communication
1. Principles of nonverbal communication
2. Types of nonverbal communication
3. Using nonverbal communication effectively
G. Listening
1. The listening process
2. Obstacles to effective listening
3. Guidelines for effective listening
K. Conflict
1. The nature of conflict
2. Conflict styles
3. Increasing assertiveness
4. Methods of conflict resolution

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**AREA VII - LIFELONG LEARNING**

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

Matching course component(s):

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

Matching course component(s):

- C. Perception and communication
- 1. The process of human perception
- 2. Influences on perception
- 3. Increasing accuracy of perception
- E. Verbal communication
- 1. The symbolic nature of language
- 2. The uses and abuses of language
- 3. Culture, gender and language
- F. Nonverbal Communication
- 1. Principles of nonverbal communication
- 2. Types of nonverbal communication
- 3. Using nonverbal communication effectively
- G. Listening
- 1. The listening process
- 2. Obstacles to effective listening
- 3. Guidelines for effective listening
- I. Interpersonal communication and culture
- 1. Obstacles to intercultural communication
- 2. High and low context communication
- 3. Individualism and collectivism
- 4. Improving intercultural communication
- J. Communication climates
- 1. Confirming and disconfirming climates
- 2. Defensiveness
- 3. Preventing defensiveness in others and responding non-defensively
- K. Conflict
- 1. The nature of conflict
- 2. Conflict styles
- 3. Increasing assertiveness
- 4. Methods of conflict resolution

**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):

- I. Interpersonal communication and culture
- 1. Obstacles to intercultural communication
- 2. High and low context communication
- 3. Individualism and collectivism
- 4. Improving intercultural communication

**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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AREA VII - LIFELONG LEARNING**

Matching course component(s):

**10. Lab Content -**

- A. Class discussion via internet via chat room, list serves, newsgroups, or networking platforms.
- B. Post and respond to blog entries.
- C. Critically analyzes on-line videos of speeches, films, and news interviews in relation to course content.

Requesting Faculty: Preston Ni Date: Oct. 13, 2011

Division Curr Rep: Robert Hartwell Date: 10/13/11

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Camille Thomas, Bernie Day, Gillian Schultz.

Comments:

Committee recommends approval. 2/29/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title: COMM10 Gender, Communication, & Culture**

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area 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: COMM10 Gender, Communication, & Culture**

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):**

**From: Description (Section 1)**

Emphasis on the multiple ways communication in interpersonal relationships, educational institutions, organizations, media, and society in general creates and perpetuates gender roles.

**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):**

**From: Expected Outcomes (Section 2)**

Practice critical thinking and examine our own lived experience to reflect on and analyze research.

Discover ways to apply the information learned in the interest of improving our own communication within and between gender groups.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

**From: Expected Outcomes (Section 2)**

Analyze the growing body of research on gender patterns in communication, especially the evidence of differences and similarities in the way gender impacts communication.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

**Expected Outcomes (Section 2)**

Discover ways to apply the information learned in the interest of improving our own communication within and between gender groups.

**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):**

**Examples of Required Reading and Writing Assignments (Section 12)**

Research project/papers and oral speech presentations analyzing gendered histories, traditions, and practices which normalize certain expectations, values, meanings, and patterns of behavior across cultural/racial lines

**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;

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**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):**

**Expected Outcomes (Section 2)**

Develop an ability to be critical and holistic in analysis by examining many other forces which influence our thinking and behavior--such as race, class, sexual orientation, age, appearance, and physical ability.

**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)**

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

**Matching course objective(s):**

**From: Description (Section 1)**

A comparative and integrative study of the interactive relationship between communication, gender, and culture in American society. Reading Assignments: Weekly reading assignments from text and outside sources. Writing Assignments: Research Paper/Project and Oral Speech Presentations.

**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):**

**From: Methods of Evaluation and Examples of Required Reading and Writing Assignments (Section 6 & 12)**  
Research project/papers and oral speech presentations examining multiple ways communication in interpersonal relationships, educational institutions, organizations, media, and society in general creates and perpetuates gender roles.

**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: Description (Section 1)**

Analysis of gendered histories, traditions, and practices which normalize certain expectations, values,

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

meanings, and patterns of behavior across cultural/racial lines (Native Americans, Latino Americans, European Americans, African Americans, Asian Americans, Gays, Lesbians, Bi-sexual, and Transgendered peoples).

**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: Shawn Townes\_\_\_\_\_

Date: March 28, 2010\_\_\_\_\_

Division Curr Rep: Simon Pennington\_\_\_\_\_

Date: April 12, 2010\_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title: COMM 12 Intercultural Communication**

#### **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: **COMM 12 Intercultural Communication**

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):**

**From: Expected Outcomes (Section 2)**

Examine cultural, sociological, and psychological influences on intercultural communication.

**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):**

**From: Expected Outcomes (Section 2)**

Analyze verbal and nonverbal dimensions of intercultural communication.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

**From: Description (Section 1)**

A comparative and integrative study of intercultural communication in American Society. Examine messages through nonverbal communication signals in appropriate cultural code.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

**From: Description (Section 1)**

Analysis of cultural histories, cultural concepts, language, ethnic perspectives, perceptions, symbols and roles as they facilitate or hinder effective verbal and nonverbal interaction across cultural lines.

**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):**

**Examples of Required Reading and Writing Assignments (Section 12)**

Research project/papers and oral speech presentations examining cultural, sociological, and psychological influences on intercultural communication.

**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):**

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**From: Description (Section 1)**

Examination of cultural identities which influence thinking and behavior, such as race, class, gender, ethnicity, sexual orientation, nationality, age, appearance, and physical ability.

**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)**

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

**Matching course objective(s):**

**From: Expected Outcomes and Examples of Required Reading and Writing Assignments (Section 2 &12)**  
Identify the basic concepts of communication theory. Reading Assignments: Weekly reading assignments from text and outside sources. Writing Assignments: Research Paper/Project and Oral Speech Presentations.

**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):**

**From: Methods of Evaluation and Examples of Required Reading and Writing Assignments (Section 6 &12)**  
Research project/papers and oral speech presentations examining cultural, sociological, and psychological influences on intercultural communication.

**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: Expected Outcomes (Section 2)**

Analyze the barriers to effective intercultural communication relative to intercultural differences.

Analysis of cultural histories, cultural concepts, language, ethnic perspectives, perceptions, symbols and roles as they facilitate or hinder effective verbal and nonverbal interaction across cultural lines.

**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):**

**General Education Review Request  
AREA VII - LIFELONG LEARNING**

Requesting Faculty: Shawn Townes \_\_\_\_\_ Date: March 28, 2010 \_\_\_\_\_  
Division Curr Rep: Simon Pennington \_\_\_\_\_ Date: April 12<sup>th</sup>, 2010 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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

## **General Education Review Request**

### **AREA VII - LIFELONG LEARNING**

**Course Number & Title:** CRLP 55 Lifelong Learning Strategies

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#### **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:** CRLP 55 Lifelong Learning Strategies \_\_\_\_\_

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):**

- A. identify and clarify personal, academic and career goals.
- E. explain the role of stress and motivation in achieving academic and career success.
- G. communicate and teach the above skills to others.

**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):**

- A. identify and clarify personal, academic and career goals.
- B. analyze and describe areas of academic weakness.
- C. prepare and use an individual time management and learning skills program.
- E. explain the role of stress and motivation in achieving academic and career success.
- F. analyze and apply new techniques for academic and career success.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

- B. analyze and describe areas of academic weakness.
- E. explain the role of stress and motivation in achieving academic and career success.
- G. communicate and teach the above skills to others.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

- B. analyze and describe areas of academic weakness.
- E. explain the role of stress and motivation in achieving academic and career success.
- G. communicate and teach the above skills to others.

**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):**

- A. identify and clarify personal, academic and career goals.
- B. analyze and describe areas of academic weakness.
- F. analyze and apply new techniques for academic and career success.
- G. communicate and teach the above skills to others.

#### **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):**

- A. identify and clarify personal, academic and career goals.
- C. prepare and use an individual time management and learning skills program.
- E. explain the role of stress and motivation in achieving academic and career success.
- F. analyze and apply new techniques for academic and career success.

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

G. communicate and teach the above skills to others.

**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)**

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

**Matching course objective(s):**

E. explain the role of stress and motivation in achieving academic and career success.

G. communicate and teach the above skills to others.

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

**Matching course objective(s):**

B. analyze and describe areas of academic weakness.

F. analyze and apply new techniques for academic and career success.

G. communicate and teach the above skills to others.

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

**Matching course objective(s):**

B. analyze and describe areas of academic weakness.

F. analyze and apply new techniques for academic and career success.

G. communicate and teach the above skills to others.

**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. identify and clarify personal, academic and career goals.

F. analyze and apply new techniques for academic and career success.

G. communicate and teach the above skills to 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).

**Matching course objective(s):**

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

A. identify and clarify personal, academic and career goals.	
F. analyze and apply new techniques for academic and career success.	
G. communicate and teach the above skills to others.	

Requesting Faculty: Andy Lee \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_  
Division Curr Rep: Andy Lee \_\_\_\_\_ Date: 10-31-11 \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion in GE 2/28/12

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.

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

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- 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).

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- 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):**

- B. Identify personal skills, interests, values, and personality style.
- D. Identify psychological, sociological, and cultural barriers to career progress.
- F. Select an appropriate decision making process.

**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):**

- B. Identify personal skills, interests, values, and personality style.
- C. Apply information gained through career test instruments and related activities in order to refine personal career goals.
- G. Formulate career goals and develop a plan of action to attain those goals.

**L3.** Identify current issues and concerns that influence health, communication or learning;

**Matching course objective(s):**

- D. Identify psychological, sociological, and cultural barriers to career progress.
- E. Review current workplace trends.

**L4.** Comprehend and apply health and well-being issues to the individual and to society;

**Matching course objective(s):**

- D. Identify psychological, sociological, and cultural barriers to career progress.
- F. Select an appropriate decision making process.
- G. Formulate career goals and develop a plan of action to attain those goals.

**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):**

- C. Apply information gained through career test instruments and related activities in order to refine personal career goals.
- G. Formulate career goals and develop a plan of action to attain those goals.

**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):**

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

A. Apply the concepts of career life development as a lifelong process applicable throughout his/her life.

**L7.** Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

**Matching course objective(s):**

D. Identify psychological, sociological, and cultural barriers to career progress.

**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):**

C. Apply information gained through career test instruments and related activities in order to refine personal career goals.

**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):**

C. Apply information gained through career test instruments and related activities in order to refine personal career goals.

E. Review current workplace trends.

G. Formulate career goals and develop a plan of action to attain those goals.

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

**Matching course objective(s):**

B. Identify personal skills, interests, values, and personality style.

E. Review current workplace trends.

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

**Matching course objective(s):**

F. Select an appropriate decision making process.

G. Formulate career goals and develop a plan of action to attain those goals.

**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).

**General Education Review Request**  
**AREA VII - LIFELONG LEARNING**

**Matching course objective(s):**

- D. Identify psychological, sociological, and cultural barriers to career progress.
- E. Review current workplace trends.

**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):**

- C. Apply information gained through career test instruments and related activities in order to refine personal career goals.

Requesting Faculty: Andy Lee \_\_\_\_\_ Date: 4-14-10 \_\_\_\_\_

Division Curr Rep: \_\_\_\_\_ Date: \_\_\_\_\_

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**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Mary Thomas, Gillian Schultz, Bernie Day

Comments:

Recommend inclusion on GE 2/28/12

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

# *The Essential Learning Outcomes*



**Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:**

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## ★ **Knowledge of Human Cultures and the Physical and Natural World**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ **Intellectual and Practical Skills, including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ **Personal and Social Responsibility, including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ **Integrative and Applied Learning, including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).

# *The Principles of Excellence*



## Principle One

### **★ Aim High—and Make Excellence Inclusive**

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

## Principle Two

### **★ Give Students a Compass**

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

## Principle Three

### **★ Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

## Principle Four

### **★ Engage the Big Questions**

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

## Principle Five

### **★ Connect Knowledge with Choices and Action**

Prepare Students for Citizenship and Work through Engaged and Guided Learning on "Real-World" Problems

## Principle Six

### **★ Foster Civic, Intercultural, and Ethical Learning**

Emphasize Personal and Social Responsibility, in Every Field of Study

## Principle Seven

### **★ Assess Students' Ability to Apply Learning to Complex Problems**

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement



**LEAP**

## **Teaching, Learning, and SLOs at Foothill College**

### **Introduction**

In the last two years Foothill College has made great progress in our utilization of the student learning outcomes and assessment cycle (SLOAC). Not only does this help our college in terms of compliance with ACCJC standards, but it benefits our students as more and more faculty are using learning outcomes to both enhance student learning and as a framework for wider discussions about teaching and learning with their colleagues. The implementation of the TracDat software has also reduced many of the technical difficulties associated with compliance and makes it even easier for faculty to track their efforts and collaborate with peers. At this point we would like to propose a set of short term and long term goals and implementation plans designed to build on these accomplishments and continue to facilitate the use of SLOAC to strengthen teaching and learning at Foothill College at the same time that we satisfy accreditation requirements.

### **Short term goals**

We have **two top priorities** for the remainder of the 2011-2012 academic year:

#### **1. Full implementation of SLOs at the program level**

Faculty defined Program-Level Student Learning Outcomes and planned assessment strategies for our degree and certificate programs last Spring and Fall (2011), and it is imperative that we now implement these plans. The ACCJC reaccredited Foothill College under the condition that we clearly demonstrate proficiency with SLOAC in this area by the time they make their return visit in October 2012. Accordingly, program faculty must collaborate to ensure that every degree/certificate program:

- has at least two Program-Level SLOs documented in TracDat no later than March 23, 2012 (the last day of week 11 in Winter quarter);
- has an assessment plan which explicitly includes the means of assessment and identification of the timing and/or courses where the assessment will occur, documented in TracDat no later than March 23, 2012 (the last day of week 11);
- has had at least one of its two PL-SLOs assessed no later than the end of the Spring 2012 quarter, with the results and reflections entered into TracDat no later than September 28, 2012.

These things **must** happen if we are to pass muster with the ACCJC next fall. However, implementing these strategies also has tremendous potential to help faculty deepen their understanding of the relationships between their course- and program-level SLOs and ultimately help increase student learning. Closing the loop

in the program-level SLO assessment and reflection cycle will also help faculty identify the resources needed and provide the data to support resource requests in the Program Review process.

We also wish to acknowledge the need for further dialog about how we define a program for the purposes of both enhancing student learning as well as to support resource requests in Program Review. For example, there isn't a specific degree or certificate in ESLL, but few would argue that ESLL is not a program that could benefit from clearly defined student learning outcomes and a means to gather data to substantiate resource requests. We propose that the academic senate is the most appropriate venue to initiate this discussion among faculty, but encourage deliberation in other shared governance groups as well.

## **2. Refocus Attention on SLOs for our General Education Courses and Program**

Not only are General Education Student Learning Outcomes (GELOs) required by the ACCJC, having them in place sets the stage for both faculty and students think about the value of our general education offerings as an interdependent package rather than just a set of unrelated categories. In Spring 2010 the College Curriculum Committee (CCC) had a brief discussion and determined it would be appropriate that our GELOs be the same as our Institution-Level SLOs. Subsequent to their adoption by the CCC, the GELOs were added to C3MS (and now TracDat) and while most faculty teaching GE courses have indicated which GELOs match their course, many forget to regularly and explicitly assess and reflect on student mastery of them. Accordingly, it seems fitting to now engage in a more comprehensive dialog about our GELOs and are asking faculty to:

- consider whether it might be more useful to adopt LEAP's "Essential Learning Outcomes" instead of our current GELOs;
- review (or create) their plan for assessing the GELOs matching their GE courses to make sure the plan is well-developed and regularly and thoughtfully implemented and reflected upon; and
- collaborate to develop a plan for assessing mastery of the GELOs as students progress through our GE program as a whole. We propose that the CCC is the most appropriate venue for initiation of this discussion among faculty.

### **Other short term goals include:**

- building upon our already robust use of SLOAC at course level. While many are already proficient, there are still faculty who are uncertain of the process or are simply interested in exploring new ways to capitalize on all that SLOs have to offer for teaching and learning as well as in terms of the Program Review process. Additionally, as new faculty are hired they also need support and training;

- continuing to promote campus wide dialog about assessment: what authentic assessment is, and what's logically reasonable at the course, program, GE, and institution levels; and
- broadening our inclusion of student services faculty and staff and their use of service area outcomes, and our inclusion of administrators and their use of administrative unit outcomes. We would especially like to build the relationship between SAOs, AUOs and the academic learning outcomes across the campus.

### **Long term goals**

- Our ultimate goal is promote a culture in which Foothill faculty feel supported and safe to discuss teaching and learning, and valued and respected for their thoughtful attempts to innovate and experiment in the classroom. We hope to facilitate a variety of ongoing opportunities for faculty to collaborate across disciplines and dialog about experiences with both success and failure as we work towards the common goals of helping students achieve deeper learning and of growing as educators, ourselves. Though they are certainly not the ONLY option, we believe that SLOAC is a great way to reach these goals.

**Further avenues for achieving these goals:** in addition to those steps specifically outlined earlier, we also propose the following opportunities (with voluntary participation!):

- Brown bag lunches held every couple of weeks. These can be open-ended discussions for faculty to discuss how their classes are going, what tools and techniques they are trying and what is working or not working in their classrooms. Explicit inclusion of how to tie SLOs in is optional and based on faculty request.
- Colloquia – half- or full-day professional development events that focus on specific topics related to teaching or assessment techniques that improve student success, with optional sessions regarding how these relate to SLOAC. One possibility is to increase the teaching- and learning-specific professional development opportunities on Opening Day.
- Encourage departments, divisions, student service area faculty/staff, and administrators to invite SLO coordinators for brief “check-in” discussions regarding all aspects of the SLOAC process. We bring the cookies.
- Facilitate interdisciplinary discussion by organizing opportunities for faculty to go to each other's division/department meetings to exchange ideas about what's working SLOAC-wise in their own department or divisions.
- Other ideas are welcome and encouraged! [holcroftcarolyn@foothill.edu](mailto:holcroftcarolyn@foothill.edu) and/or [schultzgillian@foothill.edu](mailto:schultzgillian@foothill.edu)

Thanks for all you do to support your students and colleagues.

# COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) BACKGROUND DOCUMENTS

## *ASCCC CLEP Resolutions*

### **College Level Examination Program (CLEP) Exam Equivalency List**

Spring2011  
Resolution 09. 01

**Presenter:** Estela Narrie, Santa Monica College, Transfer and Articulation Committee

**Topic:** Curriculum

**Status:** Assigned

Whereas, Resolution 9.04 F10 “College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements” called for the development of a suggested system-wide policy template regarding the use of CLEP exam scores for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 regulations outline specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students, including many enlisted military personnel, are requesting general education credit based on CLEP exam scores;

Whereas, Many students attend more than one California community college, and currently CLEP exam equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, An overwhelming majority of Articulation Officers throughout the California Community College System support the development of a California community college general education (CCC GE) CLEP exam score equivalency list that is aligned with the California State University (CSU) GE CLEP exam score equivalency lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

MSC Disposition: Local Senates

## **College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements**

09.04

Fall 2010

**Presenter:** Estela Narrie, Santa Monica College, Transfer and Articulation Committee

**Topic:** Curriculum

**Status:** Completed

Whereas, California community college students may only receive associate’s degree general education credit for a College Level Examination Program (CLEP) exam if equivalency for a course or an associate degree general education area has been locally established;

Whereas, Many students attend more than one California community college, and CLEP course equivalencies may not exist or may vary greatly among the California community colleges;

Whereas, For many enlisted military personnel, completing formal college courses may be difficult due to deployments,

work schedules, and other factors, and CLEP exams have made earning college credits a realistic possibility for these individuals; and

Whereas, CLEP general education subject area applicability exists system-wide for students completing California State University General Education Breadth (CSU GE), but the University of California does not accept CLEP exams for credit under the Intersegmental General Education Transfer Curriculum (IGETC) pattern;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements;

Resolved, That the Academic Senate for California Community Colleges develop a system-wide policy template regarding the use of CLEP exams for meeting associate degree general education requirements if the research shows it to be feasible; and

Resolved, That the Academic Senate for California Community Colleges urge the University of California and California State University systems to consider accepting CLEP exams for credit under the IGETC pattern in order to facilitate student transfer.

MSC Disposition: Local Senates, ICAS

**Assigned To:** Transfer & Articulation

**Status Report:** Template was approved at Spring 2011 Plenary Session

***ASCCC APPROVED***  
**California Community College General Education CLEP List**

<b><u>CLEP Examination</u></b>	<b><u>CCC GE Areas</u></b>	<b><u>Passing Score</u></b>	<b><u>Minimum Units</u></b>
American Government	Social/Behavioral Sciences	50	3
American Literature	Humanities	50	3
Analyzing and Interpreting Literature	Humanities	50	3
Biology	Natural Sciences	50	3
Calculus	Language and Rationality	50	3
Chemistry	Natural Sciences	50	3
College Algebra	Language and Rationality	50	3
College Algebra – Trigonometry	Language and Rationality	50	3
English Literature	Humanities	50	3
French Level II	Humanities	59	3
German Level II	Humanities	60	3
History, United States I	Social/Behavioral Sciences	50	3
History, United States II	Social/Behavioral Sciences	50	3
Human Growth and Development	Social/Behavioral Sciences	50	3
Humanities	Humanities	50	3
Introductory Psychology	Social/Behavioral Sciences	50	3
Introductory Sociology	Social/Behavioral Sciences	50	3
Natural Sciences	Natural Sciences	50	3
Pre-Calculus	Language and Rationality	50	3
Principles of Macroeconomics	Social/Behavioral Sciences	50	3
Principles of Microeconomics	Social/Behavioral Sciences	50	3
Spanish Level II	Humanities	63	3
Trigonometry	Language and Rationality	50	3
Western Civilization I	Humanities or S/B. Sciences	50	3
Western Civilization II	Social/Behavioral Sciences	50	3

# CSU POLICY ON CREDIT FOR EXTERNAL EXAMINATIONS



**Academic Programs and Policy**  
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Code: AA-2011-12

## MEMORANDUM

**Date:** September 6, 2011  
**To:** Interested Parties  
**From:** Christine Mallon   
**Subject:** Systemwide Credit for External Examinations

This Coded Memorandum updates and supersedes Coded Memorandum AA-2010-09.

As directed in Executive Order 1036, Section 1.2.4, the CSU faculty have determined the following passing scores, minimum units of credit earned, and certification area (for General Education Breadth and/or U.S. History, Constitution, and American Ideals) for the enclosed list of standardized external examinations.

Note that each campus in the California State University system determines how it will apply external examinations toward credit in the major. For students not already certified in GE and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirements.

Questions about this memo may be directed to Ken O'Donnell, State University Associate Dean, Academic Programs and Policy: 562/951-4735, [kodonnell@calstate.edu](mailto:kodonnell@calstate.edu).

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
<b>College Board Advanced Placement Tests</b>					
AP Art History	3	6	3	C1 or C2	
AP Biology	3	6	4	B2+B3	
AP Calculus AB <sup>4</sup>	3	3	3	B4	
AP Calculus BC <sup>4</sup>	3	6	3	B4	
AP Calculus BC/ AB Subscore <sup>4</sup>	3	3	3	B4	
AP Chemistry	3	6	6	B1+B3	F09
AP Chemistry	3	6	4	B1+B3	
AP Chinese Language and Culture	3	6	3	C2	
AP Comparative Government & Politics	3	3	3	D8	
AP Computer Science A <sup>4</sup>	3	3	0	n/a	
AP Computer Science AB <sup>4</sup>	3	6	0	n/a	
AP English Language	3	6	3	A2	
AP English Literature	3	6	6	A2+C2	
AP Environmental Science <sup>5</sup>	3	4	4	B2+B3	F09
AP Environmental Science <sup>5</sup>	3	4	4	B1+B3	
AP European History	3	6	3	C2 or D6	
AP French Language	3	6	6	C2	F09
AP French Language	3	6	3	C2	
AP French Literature	3	6	3	C2	F09
AP German Language	3	6	6	C2	F09
AP German Language	3	6	3	C2	
AP Human Geography	3	3	3	D5	
AP Italian Language and Culture	3	6	3	C2	F10
AP Japanese Language and Culture	3	6	3	C2	
AP Latin Literature	3	6	3	C2	F09
AP Latin: Vergil	3	3	3	C2	
AP Macroeconomics	3	3	3	D2	
AP Microeconomics	3	3	3	D2	
AP Music Theory	3	6	3	C1	F09
AP Physics B <sup>6</sup>	3	6	6	B1+B3	F09
AP Physics B <sup>6</sup>	3	6	4	B1+B3	
AP Physics C (electricity/magnetism) <sup>6</sup>	3	4	4	B1+B3	
AP Physics C (mechanics) <sup>6</sup>	3	4	4	B1+B3	
AP Psychology	3	3	3	D9	
AP Spanish Language	3	6	6	C2	F09
AP Spanish Language	3	6	3	C2	
AP Spanish Literature	3	6	6	C2	F09
AP Spanish Literature	3	6	3	C2	
AP Statistics	3	3	3	B4	
AP Studio Art - 2D	3	3	0	n/a	
AP Studio Art - 3D	3	3	0	n/a	
AP Studio Art - Drawing	3	3	0	n/a	
AP U.S. Government & Politics	3	3	3	D8+US-2	
AP U.S. History	3	6	3	(C2 or D6)+US-1	
AP World History	3	6	3	C2 or D6	
<b>College-Level Examination Program (CLEP)</b>					
CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	

## CSU Systemwide Credit for External Examinations

As of September 6, 2011

	<u>Passing Score</u>	<u>Minimum Semester Credits Earned<sup>1</sup></u>	<u>Semester Credits Toward GE Breadth Certification</u>	<u>American Institutions and/or GE Breadth Area<sup>2</sup></u>	<u>Removal Date for GE Breadth<sup>3</sup></u>
CLEP Calculus	50	3	3	B4	
CLEP Chemistry	50	3	3	B1	
CLEP College Algebra	50	3	3	B4	
CLEP College Algebra - Trigonometry	50	3	3	B4	
CLEP College Mathematics	50	0	0	n/a	
CLEP English Composition (no essay)	50	0	0	n/a	
CLEP English Composition with Essay	50	0	0	n/a	
CLEP English Literature	50	3	3	C2	
CLEP Financial Accounting	50	3	0	n/a	
CLEP French <sup>7</sup> Level I	50	6	0	n/a	
CLEP French <sup>7</sup> Level II	59	12	3	C2	
CLEP Freshman College Composition	50	0	0	n/a	
CLEP German <sup>7</sup> Level I	50	6	0	n/a	
CLEP German <sup>7</sup> Level II	60	12	3	C2	
CLEP History, United States I	50	3	3	D6+US-1	
CLEP History, United States II	50	3	3	D6+US-1	
CLEP Human Growth and Development	50	3	3	E	
CLEP Humanities	50	3	3	C2	
CLEP Information Systems and Computer Applications	50	3	0	n/a	
CLEP Introduction to Educational Psychology	50	3	0	n/a	
CLEP Introductory Business Law	50	3	0	n/a	
CLEP Introductory Psychology	50	3	3	D9	
CLEP Introductory Sociology	50	3	3	D0	
CLEP Natural Sciences	50	3	3	B1 or B2	
CLEP Pre-Calculus	50	3	3	B4	
CLEP Principles of Accounting	50	3	0	n/a	
CLEP Principles of Macroeconomics	50	3	3	D2	
CLEP Principles of Management	50	3	0	n/a	
CLEP Principles of Marketing	50	3	0	n/a	
CLEP Principles of Microeconomics	50	3	3	D2	
CLEP Social Sciences and History	50	0	0	n/a	
CLEP Spanish <sup>7</sup> Level I	50	6	0	n/a	
CLEP Spanish <sup>7</sup> Level II	63	12	3	C2	
CLEP Trigonometry	50	3	3	B4	
CLEP Western Civilization I	50	3	3	C2 or D6	
CLEP Western Civilization II	50	3	3	D6	
<b>International Baccalaureate (IB)</b>					
IB Biology HL	5	6	3	B2	
IB Chemistry HL	5	6	3	B1	
IB Economics HL	5	6	3	D2	
IB Geography HL	5	6	3	D5	
IB History (any region) HL	5	6	3	C2 or D6	
IB Language A1 (any language) HL	4	6	3	C2	
IB Language A2 (any language) HL	4	6	3	C2	
IB Language B (any language) HL <sup>8</sup>	4	6	0	n/a	
IB Mathematics HL	4	6	3	B4	
IB Physics HL	5	6	3	B1	
IB Psychology HL	5	3	3	D9	
IB Theatre HL	4	6	3	C1	

<sup>1</sup>These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1033 and 1036 for details.

<sup>2</sup>Areas of GE Breadth (A1 through E) are defined in EO 1033. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 405, and at assist.org.

<sup>3</sup>Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

<sup>4</sup>If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

<sup>5</sup>Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 09 or later, those credits may only apply to B1+B3.

<sup>6</sup>If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

<sup>7</sup>If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

<sup>8</sup>The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

## RESPONSES FROM OTHER CA COMMUNITY COLLEGES

### Palomar College CLEP Policy

#### Palomar College College-Level Examination Program (CLEP) Chart

Students must have the College Board send an official CLEP transcript to the Palomar College Records Office.

**Course credit and units granted at Palomar College may differ from course credit and units granted by a transfer institution.**

Students may earn credit for CLEP with a minimum score of 50. CLEP credit may be used to meet AA GE and/or major course work and CSU GE requirements.

CLEP Exam	Min Score	Palomar College				CSU System		
		Course Equivalent	Credit	AA GE	AA GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
American Government	50	NE	3	3	D	3	3	D8
AMERICAN GOVERNMENT EXAM LIMITATIONS				<b>For AH&amp;I:</b> Students must also satisfactorily pass HIST 102 (applies to Palomar AA requirements only)				
American Literature	50	ENG 225 or 226	3	3	C	3	3	C2
Analyzing and Interpreting Literature	50	ENG 205	3	3	C	3	3	C2
Biology	50	BIOL 101	3	3	B	3	3	B2
Calculus	50	MATH 140	5	5	A2	3	3	B4
Chemistry	50	CHEM 110	3	3	B	3	3	B1
College Algebra	50	MATH 110	4	4	A2	3	3	B4
College Algebra-Trigonometry (Ended June 2006)	50	MATH 135	5	5	A2	3	3	B4
College Composition	50	NE	0	0	N/A	Not yet evaluated by the CSU System		
College Mathematics	50	NE	3	3	Math Comp	0	0	N/A
English Composition w/Essay (Ended June 2010)	50	ENG 100	4	4	A1	0	0	N/A
English Literature	50	ENG 210 or 211	3	3	C	3	3	C2
Financial Accounting	50	ACCT 103	4	0	N/A	0	0	N/A
French Language Level I	50	FREN 101	5	5	C	6	0	N/A
French Language Level II	59	FREN 101, 102	10	10	C	12	3	C2
FRENCH LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
German Language Level I	50	GERM 101	5	5	C	6	0	N/A
German Language Level II	60	GERM 101, 102	10	10	C	12	3	C2
GERMAN LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
History of the United States I	50	HIST 101	3	3	D	3	3	D6+US-1
History of the United States II	50	HIST 102	3	3	D	3	3	D6+US-1
HISTORY OF THE U.S. EXAM LIMITATIONS				<b>For AH&amp;I:</b> Students must also satisfactorily pass POSC 102 (applies to Palomar AA and CSUGE requirements)				
Human Growth and Development	50	NE	3	3	E	3	3	E
Humanities	50	HUM 100 or 101	3	3	C	3	3	C2
Information Systems & Computer Applications	50	CSIT 105	3	3	A2 or E	3	0	N/A
Introduction to Educational Psychology	50	NE	3	0	N/A	3	0	N/A
Introductory Business Law	50	BUS 115	3	0	N/A	3	0	N/A
Introductory Psychology	50	PSYC 100	3	3	D	3	3	D9

CLEP Exam	Min Score	Palomar College				CSU System		
		Course Equivalent	Credit	AA GE	AA GE Area	Transfer Credit	CSU GE Credit	AH&I or GE Area
Introductory Sociology	50	SOC 100	3	3	D	3	3	D0
Natural Sciences	50	NE	3	3	B	3	3	B1 or B2
Precalculus	50	MATH 135	5	5	A2	3	3	B4
Principles of Accounting (Ended June 2007)	50	ACCT 103, 108	8	0	N/A	3	0	N/A
Principles of Macroeconomics	50	ECON 101	3	3	D	3	3	D2
Principles of Microeconomics	50	ECON 102	3	3	D	3	3	D2
Principles of Management	50	BMGT 101	3	0	N/A	3	0	N/A
Principles of Marketing	50	BUS 155	3	0	N/A	3	0	N/A
Social Sciences and History	50	NE	3	3	D	0	0	N/A
Spanish Language Level I	50	SPAN 101	5	5	C	6	0	N/A
Spanish Language Level II	63	SPAN 101, 102	10	10	C	12	3	C2
SPANISH LANGUAGE EXAM LIMITATIONS						Max 1 exam toward transfer		
Trigonometry (Ended June 2006)	50	MATH 115	3	3	A2	3	3	B4
Western Civilization I	50	HIST 105	3	3	C or D	3	3	C2 or D6
Western Civilization II	50	HIST 106	3	3	D	3	3	D6

N/A = Not Applicable

NE = No Equivalent

**American History & Institutions (AH&I) Components:** US-1: American History; US-2: U.S. Constitution & Government; US-3: California Government. Students who receive a minimum score of 50 on both the American Government and U.S. History exams must also satisfactorily pass POSC 120 to fulfill the AH&I requirement.

**AA:** CLEP credit is evaluated by corresponding it to an equivalent Palomar College course. A student who receives CLEP credit and who then takes the equivalent PC course will have the unit credit for such duplication deducted (usually from the exam) prior to being awarded an AA degree.

**CSU GE:** All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated area if the examination is included as part of a full or subject-area certification. Each CSU campus will determine how it will apply examinations toward credit in the major.

**IGETC:** CLEP credits do not apply toward IGETC requirements.

CLEP Chart 2011 (8/23/11)

## **Santiago Canyon College CLEP Policy**

### **SANTIAGO CANYON COLLEGE COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) GUIDE (CONTINUED)**

CLEP EXAM	Passing Score	SCC GE Area Semester Units Awarded	SCC Minimum AA Semester Units Awarded	CSU GE Certification Area/Semester Units Awarded 4/10/10	CSU Minimum Admission Semester Units Awarded
Introduction to Educational Psychology	50	N/A 0 units	3 units	N/A 0 units	3 units
Introductory Business Law	50	N/A 0 units	3 units	N/A 0 units	3 units
Introductory Psychology	50	Area B2 3 units	3 units	Area D9 3 units	3 units
Introductory Sociology	50	Area B2 3 units	3 units	Area D10 3 units	3 units
Natural Sciences	50	Area A 3 units	3 units	Area B1 or B2 3 units	3 units
*Pre-Calculus	50	E2 and G1 3 units	3 units	Area B4 3 units	3 units
Principles of Accounting	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Macroeconomics	50	Area B2 3 units	3 units	Area D2 3 units	3 units
Principles of Management	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Marketing	50	N/A 0 units	3 units	N/A 0 units	3 units
Principles of Microeconomics	50	Area B2 3 units	3 units	Area D2 3 units	3 units
Social Sciences and History	50	N/A 0 units	0 units	N/A 0 units	0 units
**Spanish Level I	50	N/A 0 units	6 units	N/A 0 units	6 units
**Spanish Level II	63	Area C 3 units	12 units	Area C2 3 units	12 units
*Trigonometry (Exam no longer offered)	50	Area E2 + G1 3 units	3 units	Area B4 3 units	3 units
Western Civilization I	50	Area B2 3 units	3 units	Area C2 or D6 3 units	3 units
Western Civilization II	50	Area B2 3 units	3 units	Area D6 3 units	3 units

#### **SCC CLEP Policies**

The CLEP exams listed above may be applied for unit credit toward the satisfaction of GE category or as elective units toward the Santiago Canyon College Associate degree. \*Exam satisfies Santiago Canyon College Mathematics Proficiency requirement Area G1.

\*\*If a student passes more than one CLEP exam in the same language other than English (e.g. two exams in French), then only one examination may be applied to the associate degree. For each of these tests a passing score of 50 earns 6 units of elective credit; higher scores earn more units and placement in Area C of general education.

#### **CSU CLEP Policies**

The CLEP exams listed above may be incorporated into certification of CSU General Education-Breadth requirements. All CSU campuses will accept the minimum units shown if the examination is included in full or subject area certification; individual CSU campuses may choose to accept more units than those specified towards completion of general education requirements. The CSU Minimum Semester Admission unit column reflects what each campus system-wide will minimally accept toward CSU admission.

Students are strongly advised to check with an SCC Counselor when using CLEP credit for CSU admission or for major requirements. The CSU has grandfathered in this policy to guide CLEP submissions for any year that the CLEP exams was taken.

\*\*If a student passes more than one CLEP exam in the same language other than English (e.g. two exams in French), then only one examination may be applied to the baccalaureate degree. For each of these tests a passing score of 50 earns 6 units of elective credit; higher scores earn more units and placement in Area C2 of general education breadth.

\*\*\*This examination partially fulfills the CSU American Institutions graduation requirement but can be used toward the US-1 requirement.

#### **UC CLEP Policies**

The University of California does not accept CLEP exams to meet requirements for IGETC.

## Old FOOTHILL CLEP DOCUMENT FOUND

### Foothill College-CLEP policy

The following is the units and the course equivalence that students receive for taking any of the five (5) *general examinations*. We do not give any credit for the *subject examinations*.

#### **English** - 9 quarter units **elective** credit.

Student must complete English composition course and Speech 1A or 2 or 4 for Associate degree; and English 1A and Speech 1A or 2 or 4 for State College General Education Certification.

#### **Social Sciences** - 9 quarter units credit.

Meets Social Sciences requirement for Associate degree. Does not meet American Institutions requirement for Associate degree or State College General Education certification.

#### **Natural Sciences** - 9 quarter units credit.

Student must complete one lab course requirement (either biological or physical science) for Associate degree and State College General Education certification. Will meet second, no lab experience, science requirement for State College General Education requirement (either biological or physical science).

#### **Humanities** - 9 quarter units credit.

Meets List A and list B requirements for Associate degree and State College General Education certification.

#### **Mathematics** - 5 quarter units credit.

Equivalent to Math 105 (effective 10/28/04)

#### **Acceptable score - 500 or higher**

**Effective 10/01 score required is 50 or higher**

#### **Foothill College Admission Information:** accessed at

<http://www.foothill.edu/reg/geninfo.php>

All beginning freshmen must enroll in the [CNSL 50: Introduction to College course](#), or demonstrate proof that they have completed an equivalent course. If you are eligible for ENGL 1A, you should complete this course by the end of the third quarter of enrollment; you may take a speech course first. If you are eligible for ENGL 110 or 209, you should complete these courses during the first or second quarter.

You may receive up to nine quarter units for each of five general **CLEP** tests completed with a score of at least 500. Your Foothill transcript will show elective unit credit for each successful test score. These units may also be used to fulfill certain general education requirements.

#### **Foothill College Primary Care Associate Program Information:** accessed at

<http://www.foothill.edu/bio/programs/primary/prereq.php>

#### COLLEGE LEVEL EXAMINATION PROGRAM

The College Board offers Subject and General College Level Examination Program (CLEP) exams which may be used to meet Program prerequisites as listed below:

- Introductory Psychology Subject Exam - General Psychology
- Introductory Sociology Subject Exam - Introduction to Sociology
- General Chemistry Subject Exam - Introductory Chemistry

- English Composition with Essay - English Composition

Depending on the scoring range for the particular exam, only CLEP scores above 500 (or 50) will be accepted. Official CLEP score reports must be included in the application packet. Subject College Level Examination Program will only be accepted by the Primary Care Program and *cannot be used to meet General Education requirements* to satisfy the Associate Degree requirements at Foothill College.

### **Foothill Evaluators**

When contacted for this presentation, I was advised by both Foothill counselors and evaluators that Foothill College does not recognize CLEP credit.

### **CLEP BASICS**

#### **College Board Examination Program**

- 34 introductory college-level examinations in: Foreign Languages, Science, Mathematics, Business, Composition & Literature, History & Social Sciences
- Seven million exams administered since 1967
- 2,900 colleges grant credit; 1,600 colleges administer CLEP
- 133,000+ National exams administered in 2008-09
- 73,000+ exams administered to military service members in 2008-09