**College Curriculum Committee Meeting Agenda**
**Tuesday, January 20, 2015**
**2:00 p.m. – 3:30 p.m.**
**President's Conference Room**

| Item | Action | Attachment | Presenter |
|---|---|---|---|
| 1. Minutes: December 2, 2014 | Action | #1/20/15-1 | Escoto |
| 2. Announcements<br>  a. Proposed Requisites<br>  b. Rachel Baker visit | Information<br>Information | #1/20/15-2 | Escoto<br>Holcroft |
| 3. Career Pathways Trust Grant | Discussion | | Girardeli |
| 4. C-ID Information | Information | #1/20/15-3 | Escoto |
| 5. Consent Calendar:<br>  a. GE Applications<br>  b. Stand Alone Forms | Action | #1/20/15-4 thru 12 | Escoto |
| 6. Reciprocity for ADTs Policy | Discussion | #1/20/15-13 | Escoto |
| 7. Course Currency Policy (deactivation) | Discussion | #1/20/15-14 | Escoto, LaManque |
| 8. CCC Responsibilities/Guidelines | Discussion | | Escoto, LaManque |
| 9. Good of the Order | Information | #1/20/15-15 | All Reps |
| 10. Adjournment | | | Escoto |

**Consent Calendar:**
  **FH General Education:** (attachments #4-6)
  • *Area V, Communication & Analytical Thinking*: MATH 12
  • *Area VI, United States Cultures & Communities:* PHOT 8 & 8H

**Attachment List:**
#1/20/15-1    Draft Minutes: December 2, 2014
#1/20/15-2    CCC Notification of Proposed Requisites
#1/20/15-3    December 2014 C-ID Newsletter
#1/20/15-7    Stand Alone form-EMT 309
#1/20/15-8    Stand Alone form-EMTP 200
#1/20/15-9    Stand Alone form-L A 151
#1/20/15-10   Stand Alone form-PSE 151
#1/20/15-11   Stand Alone form-SPAN 110
#1/20/15-12   Stand Alone form-SPAN 111
#1/20/15-13   TMC for FH Anthropology Transfer Degree
#1/20/15-14   Draft-Course Currency Policy
#1/20/15-15   Draft-Division CC Meeting Report

==2014 –2015 Curriculum Committee Meetings==

| Fall 2014 Quarter: | Winter 2015 Quarter | Spring 2015 Quarter |
|---|---|---|
| ~~10/7/14~~ | 1/20/15 | 4/21/15 |
| ~~10/21/14~~ | 2/3/15 | 5/5/15 |
| ~~11/4/14~~ | 2/17/15 | 5/19/15 |
| ~~11/18/14~~ | 3/3/15 | 6/2/15 |
| ~~12/2/14~~ | 3/17/15 | 6/16/15 |

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

## 2014-2015 Curriculum Deadlines

*12/1/14*   Deadline to submit courses to CSU for CSU GE approval.
*12/1/14*   Deadline to submit courses to UC/CSU for IGETC approval.
*12/5/14*   COR/Title 5 Updates for Summer 2015.
*3/2/15*    Curriculum Sheet Updates for 2015-16.
*6/1/15*    Deadline to submit new/revised courses to UCOP for UC transferability
*6/19/15*   COR/Title 5 Updates for Summer 2016.
*Ongoing*   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.


## 2014-2015 Professional Development Opportunities & Conferences of Interest

~~7/10-12/14~~   ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
1/15-16/15      CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA
2/20-21/15      Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA


Distribution:
Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)

**College Curriculum Committee**
**Meeting Minutes**
**Tuesday, December 2. 2014**
**2:05 p.m. – 3:31 p.m.**
**President's Conference Room**

| Item | Discussion |
|---|---|
| 1. Minutes: November 18, 2014 | Minutes as written with one correction (capitalize Spanish in section #2) **M/S** (Evans, Serna) **Approved**. 1 abstention. |
| 2. Announcements<br>    a. Plenary Resolutions | **Speaker: Isaac Escoto**<br>Escoto pointed out some of the resolutions that were of particular interest to this committee as discussed at ASCCC Plenary.<br>• <u>9.01:</u> Reference to students having an option of a local GE pattern for degrees inputted as "transfer programs" but not necessarily ADTs.<br>• <u>9.06:</u> References the paper adopted in Spring 2008, "The Course Outline of Record: A Curriculum Reference Guide" should be updated for Spring 2016 as the curriculum processes have changed.<br>• <u>9.09:</u> Suggests the development of a statewide curriculum management system be built specifically for the California community colleges.<br>• <u>9.11:</u> Adopting reciprocity policy for ADTs, to assist students who attend multiple community colleges. |
| 3. Consent Calendar:<br>    a. Stand Alone Forms | **Speaker**: **Isaac Escoto**<br>Stand-alone procedural question: if we are "approving" these forms, why do we have them on a consent calendar? We present them in this manner to encourage active conversations about each course. LaManque would like to pull all the apps from the consent calendar for discussion. VITI 90A and 90E both mention materials fees that we no longer support and mention wine tasting when our current FHDA Board policy prohibits alcohol. This will need further research. Further discussion was centered on the clarification of the role of this committee regarding the Stand Alone form. Discussion about the importance of conversation regarding correct completion of the form and conversation about how the course fits into our total curriculum offerings. VITI 90B, C & D as written **M/S** (Pennington/Francisco) **Approved**. The committee would like to ask the author to please provide feedback regarding the 2 issues of materials fees and alcohol for 90A and 90E. |
| 4. New Course Proposal Form | **Speaker: Isaac Escoto, Andrew LaManque**<br>Escoto presented the updated form draft and highlighted the changes from the previous version. Discussion regarding the current process timing for issuing the new course shell in C3MS followed. It was suggested that perhaps a "999" shell could be provided to the author until the CCC has had an opportunity to read the proposal. Mention of timing being an issue for some departments such as Computer Science. They already feel that by the time they write a new course, the approval process occurs and we receive state approval, the course is already out of date. Perhaps a due date for proposals? Perhaps a ghost shell can be issued in the interim or the author can use a Word template to begin. This is problematic as copying and pasting into C3MS doesn't work very well. The committee did reach an agreement that we should develop guidelines |

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| | for the reasons by which we would approve or identify an issue for further discussion. LaManque would like to bring something to the committee regarding guidelines. Our student rep, Chris Ju, reminded us that in the conversations regarding curriculum development, we should take into account the courses students would be interested in having available to them. Ju would like to survey the students and bring back to this committee the results. Escoto ensured him we would be very interested in that information.<br><br>Form discussion: Escoto introduced form. Gomes suggested that we add lecture and lab hours. Nunez will correct asap and send out to division reps. |
| 5. Course Classifications | **Speaker:** Isaac Escoto<br>Escoto presented a document containing brief explanations of degree-applicable, non-degree-applicable courses, credit and non-credit courses. Escoto will distribute. |
| 6. Cross-listing Courses | **Speaker:** Isaac Escoto<br>The Curriculum Team is working on a draft policy document for discussion purposes for Winter quarter. Hueg informed the committee that there are also issues regarding how Banner does or does not handle cross-listed courses (i.e., Scheduling, Degree Works). |
| 7. Course Deactivation | **Speaker:** Andrew LaManque, Isaac Escoto<br>While some courses are updated on their regular Title 5 schedule, they still may not have been offered in the last 5 years. Transfer students are held responsible for courses that have been articulated. It was suggested that the guidelines include an appeal process by which a division could substantiate keeping a course. Any appeal would be presented to this body. The team will come up with some wording and bring it back in January for discussion. |
| 8. Good of the Order | Coming up Winter quarter: Review of our AP and CLEP policy. |
| 9. Adjournment | 3:31 p.m. |

**Attendees:** Kathy Armstrong (PSME), Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Hilary Gomes (FA), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)
**Minutes Recorded by:** C. Nuñez

# CCC Notification of Proposed Prerequisites/Co-Requites

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

| Target Course Number & Title | Editor | Requisite Course Number & Title |
|---|---|---|
| BIOL 1A: Principles of Cell Biology | K. Erickson, D. Rouhbakhsh | Prereq: CHEM 1A |
| BIOL 40A: Human Anatomy & Physiology I | L. Lopez, M. Melia | Prereq: BIOL 1A or BIOL 10 or BIOL 14 or equivalent; CHEM 1A or CHEM 30A or CHEM 30B or equivalent. |
| BIOL 40B: Human Anatomy & Physiology II | L. Lopez, M. Melia | Prereq: BIOL 40A |
| BIOL 40C: Human Anatomy & Physiology III | L. Lopez, M. Melia | Prereq: BIOL 40B |
| BIOL 41: Microbiology | C. Holcroft, A. Edwards | Prereq: CHEM 30A or CHEM 12A or equivalent |
| BIOL 45: Introduction to Human Nutrition | C. Holcroft | Coreq: BIOL 40C |
| BIOL 45: Introduction to Human Nutrition | C. Holcroft | Prereq:CHEM 30A; CHEM 12A |
| BIOL 58: Fundamentals of Pharmacology | A. Su, G. Schultz | Prereq: BIOL 40A, 40B & 40C or equivalent. |
| CHEM 9: Introduction to Chemistry through Cooking | V. Tam, K. Armstrong | Prereq: MATH 220 |
| ENGL 1C: Argumentative Writing & Critical Thinking | K. Svetich | Prereq: One of the following: ENGL 1A, 1AH, 1A & 1T or ESLL 26. |
| ENGL 1CH: Honors Argumentative Writing & Critical Thinking | K. Svetich | Prereq: One of the following: ENGL 1A, 1AH, 1A & 1T or ESLL 26; Honors Institute Participant. |
| ESLL 25: Composition & Reading | D. Uyeda, K. Pratt | Coreq: ESLL 249 |
| ESLL 249: Advanced Reading | | Coreq: ESLL 25 |
| MATH 2A: Differential Equations | M. Francisco, M. Knobel | Prereq: MATH 1C |
| MATH 57: Integrated Statistics II | M. Francisco, M. Knobel | Prereq: MATH 217 |
| R T 52C: Principles of Radiologic Technology III | R. Campbell, J. Key | Prereq: R T 52B |
| R T 62C: Professional Development in Radiology | R. Campbell, J. Key | Prereq: R T 62B |
| RSPT 50B: Introduction to Procedures & Hospital Orientation | B. Hanning, L. Miller | Prereq: RSPT 50A |
| RSPT 50C: Therapeutics & Introduction to Mechanical Ventilation | B. Hanning, L. Miller | Prereq: RSPT 50B |
| THTR 43C: Classical Acting | T. Gough | Prereq: THTR 20A |
| THTR 47C: Advanced Musical Theatre Workshop | M. Carey, T. Gough | Prereq: THTR 47B |
| V T 66: Exotic Animal Care | L. Eshman, S. Gregory | Prereq: V T 54B |
| V T 89: Clinical Internship I | L. Eshman, K. Terry | Prereq: V T 55 and 56 |
| V T 91: Clinical Internship II | L. Eshman, K. Terry | Prereq: V T 89 |

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|---|---|---|
| V T 92: Clinical Internship III | L. Eshman, K. Terry | Prereq: V T 91 |
| V T 93: Clinical Internship IV | L. Eshman, K. Terry | Prereq: V T 84 |
| V T 72: Principles of Veterinary Dentistry | L. Eshman, K. Terry | Prereq: V T 70 |

| Course Identification Numbering System (C-ID) |
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## RECRUITMENT:

### CORE:
While we welcome and would benefit from additional CSU reviewers in most disciplines, the following disciplines urgently need additional CSU reviewers to review the indicated descriptors:

Anthropology: 110, 115L, 120, 130
Art History: All descriptors.
FTVE: All descriptors.
**\*History: 130, 140, 150, 160**
Math: 120,130,160, 955.
Political Science: All descriptors.
**\*Spanish: All descriptors.**
Studio Arts: All descriptors.
Theater: 114

**\*Highest priority.**

**In addition, we need CCC reviewers for both FTVE and theatre.**

*Please email krystinne@asccc.org if you have CCC/CSU faculty recommendations, or are interested in serving!*

## ANNOUNCEMENTS:

### Happy holidays from the C-ID family to yours!

**5-Year Descriptor Review:**
The Faculty Discipline Review Groups (FDRGs) for Communication Studies, Psychology, and Sociology finished reviewing feedback from the general call for comment period. Minor changes were made to many of the descriptors that will **not** require resubmission of courses. A follow up survey with the changes to the descriptors is now available for feedback through **February 20, 2015**. Below is a link to each of the discipline survey. Please encourage your faculty to review and respond to the proposed changes.

**Communication Studies**
**Psychology**
**Sociology**

**AO Open Forum:**
Thank you to all of the AOs who participated in the last open forum call on December 3rd. The open forum covered information on recently adopted ASCCC resolutions related to C-ID and ADTs, updates on disciplines and Area of Emphasis (AOE) TMC development, and updates on C-ID technology. The recording for the Dec 3 open forum is available on the C-ID website here, under "AO Open Forum – Recordings".

**C-ID Advisory Update:**
The C-ID Advisory committee met in mid-December to discuss items including: policies for descriptor prerequisites and off-cycle reviews; C-ID in other areas (i.e., basic skills and CTE); and model curriculum. The Advisory Committee approved a document on prerequisites, which is now available on the C-ID Policies page.

**CSU Course Review Meeting Update:**
Over 225 courses were completed and reviewed during the CSU CORE Meeting in October. Many thanks to the CSU faculty who attended the meeting and to each discipline's Primary Reviewer for their hard work and dedication. We hope to have more successful review meetings in the future to eliminate the backlog in C-ID.

## DISCIPLINE UPDATES:

### Biotechnology:
Five Biotechnology descriptors are vetting and need feedback from statewide faculty. Please encourage your discipline faculty to participate in the vetting by Friday, February 13, 2015: https://c-id.net/forum.html

### Emergency Medical Services:
Six Emergency Medical Services (EMS) descriptors are vetting and need feedback from statewide faculty. Please encourage your discipline faculty to participate in the vetting by Friday, February 20, 2015: https://c-id.net/forum.html

### Information Technology (formerly ICT, Information and Communication Technologies):
The Information Technology (IT) FDRG has finalized and posted seven descriptors for Information Technology and Information Systems (ITIS). Course outlines of record may now be submitted for C-ID review.

### Public Health Science:
The Public Health Science (PHS) FDRG reviewed feedback and recommendations on the PHS TMC. A related Area of Emphasis TMC is being explored that is intended to serve some biology, health science, exercise science, and allied health program. The PHS TMC and related descriptors are on hold for release until this potentially similar AOE TMC is developed. If this AOE TMC is very similar to the PHS TMC, this could trigger a reconsideration of the PHS TMC. We hope to have these determinations made early in the New Year.

# General Education Review Request
## AREA V – COMMUNICATION & ANALYTICAL THINKING

**Course Number & Title:** <mark>Math 12: CALCULUS FOR BUSINESS AND ECONOMICS</mark>

**Breadth Criteria:**

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

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

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

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

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

**Depth Criteria for Area V – Communication & Analytical Thinking:**

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

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

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

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

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

# General Education Review Request
## AREA V – COMMUNICATION & ANALYTICAL THINKING

**Course Number & Title:** Math 12: CALCULUS FOR BUSINESS AND ECONOMICS

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: <u>Must</u> include the following:
**C1.** Apply the analytical skills learned in the course to other disciplines

**Matching course component(s):**
4.B. Demonstrate understanding of elementary ideas of limits, rates of change, and the derivative.
      6. Marginal cost, profit, and revenue
4.D. Use the derivative to solve problems in optimization, with particular emphasis on problems from business and economics.
1. Local maxima and minima
2. Inflection points
3. Global maxima and minima
4. Profit cost and revenue
5. Average cost
6. Elasticity of demand
7. Logistic growth
4.F. Solve applications problems using definite integrals
1. Average value
2. Consumer and producer surplus
3. Present and future value
4. Areas between curves: computation of with definite integrals and in applications (e.g., total profit)

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

**Matching course component(s):**

4.B.1.a Approximation of limits numerically and visually from graphs of functions
c Computation of limits algebraically
4.C. Apply techniques of differentiation, graphically numerically and symbolically
1. Derivative formulas for powers and polynomials.
2. Exponential and logarithmic functions
3. The chain rule
4. The sum, product, and quotient rules
5. Implicit differentiation
6. Sketching graphs of functions using horizontal/vertical asymptotes, intercepts, and the first and second derivatives to determine intervals where the function is increasing/decreasing, is concave up/down, and has local extrema and points of inflection
4.G. Demonstrate an understanding of antidifferentiation techniques and be able to analyze antiderivatives graphically and numerically.
1. Constructing antiderivatives analytically
2. Integration by substitution
3. Using the fundamental theorem to find definite integrals
4. Integration by parts
5. Analyze antiderivatives graphically and numerically

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

**Matching course component(s):**

4.B. Demonstrate understanding of elementary ideas of limits, rates of change, and the derivative.
1. Limits
    1. Approximation of limits numerically and visually from graphs of functions
    2. Limits and continuity

> 3. Computation of limits algebraically
> 2. Instantaneous rate of change and tangent lines
> 4.E. Demonstrate understanding of elementary ideas of accumulated change and the definite integral.
> 3. The definite integral
> 4. The definite integral as area
> 5. Interpretations of the definite integral
> 6. The fundamental theorem of calculus
> 7. Approximate definite integrals using Riemann sums
> 4.I. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
> 1.Use of proper notation

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

**Matching course component(s):**
4.I. Discuss mathematical problems and write solutions in accurate mathematical language and notation.
1. Use of proper notation
4.J. Interpret mathematical solutions.
2. Explain significance of solutions to application problems.

## Depth Map: should include some or all:

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

**Matching course component(s):**

**C6.** Identify goals when applying analytical skills

**Matching course component(s):**
4.C.6. Sketching graphs of functions using horizontal/vertical asymptotes, intercepts, and the first and second derivatives to determine intervals where the function is increasing/decreasing, is concave up/down, and has local extrema and points of inflection [MK: students use a variety of analytic skills when they achieve the "goal" of creating a "good" sketch of a particular function].

**C7.** Recognize limitations of applicable methodologies

**Matching course component(s):**

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

**Matching course component(s):**

4.H. Use technology such as graphing calculators and/or computer software to assist in solving problems involving any of the topics in (A) through (G) above.
1. Calculator/computer utilities for approximating graphs of derivative functions.
2. Calculator/computer utilities for evaluating definite integrals
3. Calculator/computer utilities for approximating graphs of antiderivative functions

## 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):**

# General Education Review Request
## AREA V – COMMUNICATION & ANALYTICAL THINKING

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

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| **Matching course component(s):**<br><br>      4.C Solve applications problems using definite integrals<br><br><br>1. Average value<br>2. Consumer and producer surplus<br>3. Present and future value<br>4. Areas between curves: computation of with definite integrals and in applications (e.g., total profit)<br><br> |

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

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| **Matching course component(s):**<br>4F Apply techniques of differentiation, graphically numerically and symbolically<br><br>1. Derivative formulas for powers and polynomials.<br>2. Exponential and logarithmic functions<br>3. The chain rule<br>4. The sum, product, and quotient rules<br>5. Implicit differentiation<br>6. Sketching graphs of functions using horizontal/vertical asymptotes, intercepts, and the first and second derivatives to determine intervals where the function is increasing/decreasing, is concave up/down, and has local extrema and points of inflection<br><br> |

**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).

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| **Matching course component(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).

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

Requesting Faculty: Marc Knobel _____ Date: 4/18/14 _____

Division Curr Rep:Marnie Francisco _____ Date:4/21/14 _____

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**REVIEW COMMITTEE USE ONLY:**

# General Education Review Request
## AREA V – COMMUNICATION & ANALYTICAL THINKING

Review Committee Members:

Marnie Francisco, Simon Pennington

Comments:

Recommend for approval

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

# General Education Review Request
## AREA VI - UNITED STATES CULTURES & COMMUNITIES

**Course Number & Title:** <u>PHOT 8: Photography of Multicultural America</u>

## Breadth Criteria:

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

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

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

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

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

## Depth Criteria for Area VI –United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities *must* include *all of the following* student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities *must i*nclude *at least three* of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

Course Number & Title: <u>PHOT 8: Photography of Multicultural America</u>

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: <u>Must</u> include the following:

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):
Describe the historical experience and photographic representation of minority groups in America.

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
   1.    Historical and social context of Native American experience
   2.    Historical and social context of African American experience
   3.    Historical and social context of Chicano/Latino American experience
   4.    Historical and social context of European immigrant experience
   5.    Historical and social context of Asian American experience

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):
Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
   1.    Historical and social context of Native American experience
   2.    Historical and social context of African American experience
   3.    Historical and social context of Chicano/Latino American experience
   4.    Historical and social context of European immigrant experience
   5.    Historical and social context of Asian American experience

Regime of representation
   1.    Evolution and implications of "whiteness" as the norm in America (rich, white, male,

heterosexual, U.S. citizen)
2.    Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography
1.    Depicting a world of progress through visualizing differences
2.    Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

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**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Effects of representation
1.    Self-image
2.    Outsider perception
3.    Treatment in life
            poverty
            harassment
            discrimination (housing, jobs, educational opportunities, etc)
 4.        Assimilation and isolation

Regime of representation
1.        Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2.  Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Power relationships of representation (photographer, subject and viewer)

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

1000-word essays or photographic projects for each of the three parts of the course.

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

**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**

Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

Discussion topic comments designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**

Describe the historical experience and photographic representation of minority groups in America.

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
1. Historical and social context of Native American experience
2. Historical and social context of African American experience
3. Historical and social context of Chicano/Latino American experience
4. Historical and social context of European immigrant experience
5. Historical and social context of Asian American experience

Photography in Contemporary American Society
1. Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2. Effects of the media and the influence of the photography industry on visual culture and society

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

Regime of representation
1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

The role of the camera in colonization.
1. Historical and social context of colonization
2. Photographic inventions and territorial expansion

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities
3. Power relationships of representation (photographer, subject and viewer)

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
1. Historical and social context of Native American experience
2. Historical and social context of African American experience
3. Historical and social context of Chicano/Latino American experience
4. Historical and social context of European immigrant experience
5. Historical and social context of Asian American experience

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

Regime of representation
1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Effects of representation
1. Self-image

2. Outsider perception
3. Treatment in life
   a)    poverty
   b)    harassment
   c)    discrimination (housing, jobs, educational opportunities, etc)
4. Assimilation and isolation

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
1.    Historical and social context of Native American experience
2.    Historical and social context of African American experience
3.    Historical and social context of Chicano/Latino American experience
4.    Historical and social context of European immigrant experience
5.    Historical and social context of Asian American experience

Anthropology, ethnology and photography
1.    Depicting a world of progress through visualizing differences
2.    Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U8.**  Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Photography in Contemporary American Society
1.    Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2.    Effects of the media and the influence of the photography industry on visual culture and society

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

Regime of representation
1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

## 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):**
1. Describe the historical experience and photographic representation of minority groups in America.
2. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by

society.
3. Identify the major photographers and genres through their photographs and philosophies.
4. Write about the important qualities of a photograph and compare and contrast one photograph to another.
5. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.
6. Discussion topic comments designed to show student mastery of lessons and text.
7. Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).
8. Photographic image analyses designed to show student mastery of lessons and text.
9. 1000-word essays or photographic projects for each of the three parts of the course.

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

Matching course component(s):
1. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
2. Discussion topic comments designed to show student mastery of lessons and text.
3. Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).
4. Photographic image analyses designed to show student mastery of lessons and text.
5. 1000-word essays or photographic projects for each of the three parts of the course.

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

Matching course component(s):

1. Describe the historical experience and photographic representation of minority groups in America.
2. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
3. Identify the major photographers and genres through their photographs and philosophies.
4. Write about the important qualities of a photograph and compare and contrast one photograph to another.
5. Discussion topic comments designed to show student mastery of lessons and text.
6. Photographic image analyses designed to show student mastery of lessons and text.
7. 1000-word essays or photographic projects for each of the three parts of the course.
8. Looking at and writing about photographs
   a. Describing photographs (visual elements, subject matter, form, medium, style)
   b. Methods of interpreting photographs in photography criticism

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

**Matching course component(s):**

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Photography in Contemporary American Society
1. Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2. Effects of the media and the influence of the photography industry on visual culture and society

The role of the camera in colonization.
1. Historical and social context of colonization
2. Photographic inventions and territorial expansion

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

1000-word essays or photographic projects for each of the three parts of the course.

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

**Matching course component(s):**

Requesting Faculty: Ron Herman_____ Date: 1/30/14_____

Division Curr Rep: Simon Pennington_____ Date: 3.12/14_____

# General Education Review Request
## AREA VI – UNITED STATES CULTURES & COMMUNITIES

# General Education Review Request
## AREA VI - UNITED STATES CULTURES & COMMUNITIES

**Course Number & Title:** <u>PHOT 8H: Honors Photography of Multicultural America</u>

## Breadth Criteria:

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

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

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

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

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

## Depth Criteria for Area VI –United States Cultures & Communities:

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities **must** include **all of the following** student learning outcomes:

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities **must include at least three** of the following student learning outcomes:

U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

Course Number & Title: <u>PHOT 8H: Honors Photography of Multicultural America</u>

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: <u>Must</u> include the following:

**U1.** Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination;

Matching course component(s):
Describe the historical experience and photographic representation of minority groups in America.

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
   1.   Historical and social context of Native American experience
   2.   Historical and social context of African American experience
   3.   Historical and social context of Chicano/Latino American experience
   4.   Historical and social context of European immigrant experience
   5.   Historical and social context of Asian American experience

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U2.** Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures;

Matching course component(s):
Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
   1.   Historical and social context of Native American experience
   2.   Historical and social context of African American experience
   3.   Historical and social context of Chicano/Latino American experience
   4.   Historical and social context of European immigrant experience
   5.   Historical and social context of Asian American experience

Regime of representation
   1.   Evolution and implications of "whiteness" as the norm in America (rich, white, male,

heterosexual, U.S. citizen)
2.　　Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography
1.　　Depicting a world of progress through visualizing differences
2.　　Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U3.** Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

**Matching course component(s):**

Effects of representation
1.　　Self-image
2.　　Outsider perception
3.　　Treatment in life
　　　　　poverty
　　　　　harassment
　　　　　discrimination (housing, jobs, educational opportunities, etc)
 4.　　　Assimilation and isolation

Regime of representation
1.　　　Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2.　Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Power relationships of representation (photographer, subject and viewer)

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

1000-word essays or photographic projects for each of the three parts of the course.

## Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least three</u> of the following:
**U4.** Critically examine the contributions of many groups to a particular aspect of United States culture;

**Matching course component(s):**
Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.

Discussion topic comments designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U5.** Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

**Matching course component(s):**
Describe the historical experience and photographic representation of minority groups in America.

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
1. Historical and social context of Native American experience
2. Historical and social context of African American experience
3. Historical and social context of Chicano/Latino American experience
4. Historical and social context of European immigrant experience
5. Historical and social context of Asian American experience

Photography in Contemporary American Society
1. Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2. Effects of the media and the influence of the photography industry on visual culture and society

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U6.** Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;

**Matching course component(s):**

Regime of representation
1.  Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2.  Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

The role of the camera in colonization.
1.  Historical and social context of colonization
2.  Photographic inventions and territorial expansion

Anthropology, ethnology and photography
1.  Depicting a world of progress through visualizing differences
2.  Representations of the 'native' and the making of European identities
3.  Power relationships of representation (photographer, subject and viewer)

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
1.  Historical and social context of Native American experience
2.  Historical and social context of African American experience
3.  Historical and social context of Chicano/Latino American experience
4.  Historical and social context of European immigrant experience
5.  Historical and social context of Asian American experience

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U7.** Explain culture as a concept and how it can unite or divide people into various groups;

**Matching course component(s):**

Regime of representation
1.  Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2.  Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Effects of representation
1. Self-image

    2. Outsider perception
    3. Treatment in life
        a)     poverty
        b)     harassment
        c)     discrimination (housing, jobs, educational opportunities, etc)
    4.  Assimilation and isolation

Interplay of class, race, ethnicity, gender, sexuality, legal status in American history
    1.     Historical and social context of Native American experience
    2.     Historical and social context of African American experience
    3.     Historical and social context of Chicano/Latino American experience
    4.     Historical and social context of European immigrant experience
    5.     Historical and social context of Asian American experience

Anthropology, ethnology and photography
    1.     Depicting a world of progress through visualizing differences
    2.     Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U8.**  Apply information about groups presented in the class to contemporary social and cultural relations;

**Matching course component(s):**

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Photography in Contemporary American Society
    1.     Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
    **2.** Effects of the media and the influence of the photography industry on visual culture and society

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

**U9.** Analyze and interpret how culture shapes human development and behavior.

**Matching course component(s):**

Regime of representation
1. Evolution and implications of "whiteness" as the norm in America (rich, white, male, heterosexual, U.S. citizen)
2. Role of the "other" (Class, Race, Ethnicity, Gender, Sexuality, Legal Status, Religion)

Anthropology, ethnology and photography
1. Depicting a world of progress through visualizing differences
2. Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

Photographic image analyses designed to show student mastery of lessons and text.

1000-word essays or photographic projects for each of the three parts of the course.

## 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):**
1. Describe the historical experience and photographic representation of minority groups in America.
2. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by

society.
3. Identify the major photographers and genres through their photographs and philosophies.
4. Write about the important qualities of a photograph and compare and contrast one photograph to another.
5. Describe how photographers from different cultural backgrounds contribute to the richness and diversity of American photography.
6. Discussion topic comments designed to show student mastery of lessons and text.
7. Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).
8. Photographic image analyses designed to show student mastery of lessons and text.
9. 1000-word essays or photographic projects for each of the three parts of the course.

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

**Matching course component(s):**
1. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
2. Discussion topic comments designed to show student mastery of lessons and text.
3. Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).
4. Photographic image analyses designed to show student mastery of lessons and text.
5. 1000-word essays or photographic projects for each of the three parts of the course.

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

**Matching course component(s):**

1. Describe the historical experience and photographic representation of minority groups in America.
2. Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.
3. Identify the major photographers and genres through their photographs and philosophies.
4. Write about the important qualities of a photograph and compare and contrast one photograph to another.
5. Discussion topic comments designed to show student mastery of lessons and text.
6. Photographic image analyses designed to show student mastery of lessons and text.
7. 1000-word essays or photographic projects for each of the three parts of the course.
8. Looking at and writing about photographs
   a. Describing photographs (visual elements, subject matter, form, medium, style)
   b. Methods of interpreting photographs in photography criticism

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

**Matching course component(s):**

Critically analyze the factors in photography that have helped shape our perceptions, assumptions, beliefs and knowledge about different racial, cultural and ethnic groups and how these factors have either affected or reflected the treatment of these groups by society.

Photography in Contemporary American Society
1.  Widespread preoccupation with issues of cross-cultural adjustment, displacement, and loss within contemporary photography.
2.  Effects of the media and the influence of the photography industry on visual culture and society

The role of the camera in colonization.
1.  Historical and social context of colonization
2.  Photographic inventions and territorial expansion

Anthropology, ethnology and photography
1.  Depicting a world of progress through visualizing differences
2.  Representations of the 'native' and the making of European identities

Power relationships of representation (photographer, subject and viewer)

Photographs and the construction of an archetype or stereotype

Catalysts for the deconstruction of an archetype or stereotype

Discussion topic comments designed to show student mastery of lessons and text.

Quizzes on each of the topic areas (e.g., Analyzing Photographs, Anthropology and Colonialism, Exhibiting the Savage, The Camera and the Immigrant, Looking Like the Enemy, The Consumption of Lynching Images, etc).

1000-word essays or photographic projects for each of the three parts of the course.

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

**Matching course component(s):**

Requesting Faculty: Ron Herman_____ Date: 1/30/14_____

Division Curr Rep: Simon Pennington_____ Date:3.12.14_____

# General Education Review Request
## AREA VI – UNITED STATES CULTURES & COMMUNITIES

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

| |
|---|
| Lety Serna, Milissa Carey, Scott Lankford |

Comments:

| |
|---|
| Recommend Approval 11/25/14 |

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

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:**   EMT 309

**Course Title:**   Emergency Medical Services Academy

**Catalog Description**:

Students will participate in an EMS Academy that will provide physical training, and assessment of their EMT knowledge and skills identical to that of an EMTs employed by large private ambulance or fire providers. Heavy emphasis is placed on training in patient moving and lifting, documentation, scenario and skills competency, customer service and medical legal issues. In addition, job recruiters from local, public and private agencies will perform mock interviews, and conduct resume building. Successful completion of the class will result in a stronger first time job applicant. Intended for students interested in a career as an Emergency Medical Technician.

**Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?**

X_____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

*NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**The Curriculum Committee must evaluate this application based on the following five criteria:**

## Criteria A. -- Appropriateness to Mission
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

> The purpose of this course is to perfect the knowledge and skills competency to increase the confidence in future healthcare providers.  The competition is high for these healthcare positions.  Providing pre-employment tools, and assessment of student's knowledge and skills competency through real life patient scenarios with feedback from currently employed EMS professionals will increase student confidence and competence, which will improve their job placement potential.

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

## Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> N/A

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

## Criteria C. -- Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

__X____ This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

## Criteria D. -- Adequate Resources (please initial as appropriate)

__DWH__ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

## Criteria E. – Compliance (please initial as appropriate)

__DWH__ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

# FOOTHILL COLLEGE

**Faculty Requestor:** Dave Huseman                                    **Date:** 11/20/14

**Division Curriculum Representative:** Rachelle Campbell _____  **Date:** 11/20/14

**Date of Approval by Division Curriculum Committee:**                **Date:** 11/21/14

**College Curriculum Co-Chairperson:** _____  **Date:** ____

---

DEMAND
1. How many people are employed in the job titles EMT and Paramedic in 2013?
   Unfortunately, the job title and SOCS codes for the EMT and Paramedic is combined (29-2041) and therefore, it is not possible to disaggregate the data and determine the demand for EMT and paramedics separately.
   However, to provide some Labor Market Statistics for the Foothill CCC we report here from recent BACCC data set used for the CTE Enhancement Funds Applications.  This indicates **3981 people were employed as EMT and Paramedics in the Bay Area in 2013.**
2. How many are projected for 2016?
   **4385 projected jobs in the Bay Area for EMT and Paramedic for 2016**
3. Projected average annual openings over the 2013-2016 time period for the region you specified (includes job growth and openings due to retirement and other separations):
   This results in **new Bay Area projected jobs in EMT and Paramedic at 404 over the 3 year time period.**
   **Openings due to retirements and other separations** is 120 from 2010-2020 (California Employment Development Department).  **Assume 40 for reporting periods 2013-2016**.
   **Total Annual openings for EMT and Paramedics from 2013-2016 = 404 + 40 = 444**

4. Starting hourly wage (10th percentile hourly wage see COE-LMI table):
   Bay Area $11.75
5. Median hourly wage:
   Bay Area $18.20

SUPPLY
6. Average annual supply from community colleges for the region and occupations you specified (based on review of last 3 years):
   The supply side data gathered from community college reports of their numbers of graduates is uninformative due to
   (1) the inability to segregate graduates of EMS programs into those who are qualified as Emergency Medical Responders (EMR), Emergency Medical Technicians (EMT) and Paramedics (an example of this is the data set from Santa Rosa where a 3 year average of 801 graduates in EMS were reported. This included EMR, EMT and Paramedic students, thus this data set cannot be utilized in the calculation of annual supply for the EMT and Paramedics because it is heavily weighted towards the EMR students.
   (2) inconsistent reporting regarding the number of EMT graduates (they are not necessarily awarded a certificate and may not be counted in the data set) although if they pass their licensure exam, they can enter the workforce as EMTs
   (3) a high proportion of paramedic students enter into programs with baccalaureate degrees and often do not apply for the associate degree however they pass their licensure exam and work as a Paramedic.  A specific example is the Foothill data set for paramedics.  In the last 3 years, Foothill EMS has graduated about 65 paramedic students who passed the NREMT exam and were qualified to enter the workplace as paramedics.

However the BACCC data set indicates that only 9 students have graduated from Foothill College from 2010-2013.
**This precludes an accurate assessment of supply for these professions**

DATA SETS UTILIZED
California Employment Development Department
Dataset provided by BACCC extracted from EMSI.
EMSI data provided by Foothill College in preparation for program review
Other labor market information:
Data from the California Employment Development Department, indicates that in the **San Francisco Bay area from 2010-2020 a 22% increase in demand is expected for EMT and Paramedics**. This is projected to result in approximately 130 more jobs coupled with an additional 120 positions open due to retirements and other separations.
Data from EMSI indicates **a growth in demand for EMT and Paramedics of 7.1% from 2014-2017.**
**A search on Craigslist (shown below) on Nov 22, 2014 listed 30 line items for which EMTs were specifically listed as qualified applicants from Oct 9-Nov22, some listing multiple positions**
Therefore the job outlook for EMT and Paramedics appears strong from two data sets and the one time job search on Craigs list.


A search on Craig's List of SF Bay Area region on Nov 22, 2014 using search terms "jobs_medical/health_emt" revealed significant job openings in the Bay area and surrounding areas. Many job openings have open positions for multiple individuals.

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# FOOTHILL COLLEGE

Oct 23 Paramedics/EMT (Sacramento)
Oct 21 EMT (Porterville)
Oct 20 EMT Position (Modesto)
Oct 15 NORCAL Ambulance is Hiring EMTs in the San Joaquin County Area (Lodi) (Lodi)
Oct 9 **** NEED 7 PROFESSIONAL CAREGIVERS FOR LIVE IN POSITIONS STAT
**** (PLACERVILLE, EDC) pic map

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

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> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

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**Course #:**   EMTP 200

**Course Title:**   Paramedic Academy

**Catalog Description**:

Introduction to the profession of paramedicine. Emphasis on paramedic terminology, communication skills, licensure, documentation, patient assessments, and skills proficiency. Discussion of the requirements for the paramedic program. Intended for students entering or considering to enter the paramedic program. This course is designed to prepare the student with the basic knowledge and skills necessary to succeed in the Paramedic Academy.

**Are you requesting Stand Alone Approval for the course on a __temporary,__ or __permanent__ basis?**

   X        The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

            The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

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      o

*NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**The Curriculum Committee must evaluate this application based on the following five criteria:**

**Criteria A. -- Appropriateness to Mission**
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
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3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

> The purpose of this course is to evaluate the EMT knowledge and skills competency to increase the confidence in future paramedic perspective students. The competition is high for these healthcare positions. Providing pre-academy assessment of student's knowledge and skills competency through real life patient scenarios with feedback from currently employed EMS professionals will increase student confidence and competence, which will improve their success in the paramedic academy.

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

**Criteria B. – Need**

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> N/A

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<mark>Please attach appropriate evidence to this application form.</mark>

**Criteria C. -- Curriculum Standards (please initial as appropriate)**

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**Criteria D. -- Adequate Resources (please initial as appropriate)**

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**Criteria E. – Compliance (please initial as appropriate)**

_DWH_ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Dave Huseman                **Date:** 11/20/14

Approved 4/30/13

**Division Curriculum Representative:** Rachelle Campbell _____ **Date:** 11/20/14

**Date of Approval by Division Curriculum Committee:** **Date: 11/21/14**

**College Curriculum Co-Chairperson:** _____ **Date:** _____

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**FOOTHILL COLLEGE**

# FOOTHILL COLLEGE

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**Course #:**  L A 151

**Course Title:**  English Reading & Composition Study Skills for Pass the Torch Members

**Catalog Description**:

Individualized guidance to support students in the Pass the Torch Program. Topics include program expectations for English and ESLL study teams, utilizing campus resources, understanding how the brain learns, selecting a study environment, metacognition and learning styles, test/essay preparation, and coping with test anxiety.  Intended for students matched in Pass the Torch English or ESLL study teams as a member for the first time.

**Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?**

<u>x</u>       The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

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### Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1.  <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2.  <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3.  <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

LA 151 supports Missions 1 & 3 above.  The course provides academic instruction and supports the students in completing their remedial/ basic skills and transfer level courses.

Approved 4/30/13

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

## Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Many students need the support of Pass the Torch to be successful in their developmental and transfer level reading and composition courses. This course will help students to understand their role as active learners in their study team and will broaden their study skills and ability to be successful across disciplines.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

## Criteria C. -- Curriculum Standards (please initial as appropriate)

<u>X</u>  The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

<u>X</u>  This is a non-degree applicable credit course (specify which one, below)

     non-degree applicable basic skills course.

   <u>X</u>  course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

   <u>X</u>  pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

## Criteria D. -- Adequate Resources (please initial as appropriate)

<u>X</u>  This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

## Criteria E. – Compliance (please initial as appropriate)

<u>X</u>  The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor**: <u>Natalia Menendez</u>   **Date:** 11/12/14

**Division Curriculum Representative:**    **Date:** _____

**Date of Approval by Division Curriculum Committee:**    **Date:** _____

**College Curriculum Co-Chairperson:**    **Date:** _____

Approved 4/30/13

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:**   PSE 151

**Course Title:**   MATH STUDY SKILLS FOR PASS THE TORCH MEMBERS

**Catalog Description**:

> Individualized guidance to support students in the Pass the Torch Program. Topics include program expectations for Math study teams, utilizing campus resources, understanding how the brain learns, selecting a study environment, reading and studying using math text books, test preparation, and coping with test anxiety.  Intended for students matched in Pass the Torch math study teams as a member for the first time.

**Are you requesting Stand Alone Approval for the course on a _temporary,_ or _permanent_ basis?**

x_____  The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

_____  The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

> o   What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

*NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**The Curriculum Committee must evaluate this application based on the following five criteria:**

## Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

> PSE 151 supports Missions 1 & 3 above.  The course provides academic instruction and supports the students in completing their remedial/ basic skills courses.

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

## Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> Many students need the support of Pass the Torch to be successful in their developmental and transfer level math courses.  This course will help students to understand their role as active learners in their study team and will broaden their study skills and ability to be successful across disciplines.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>**Please attach appropriate evidence to this application form.**</mark>

## Criteria C. -- Curriculum Standards (please initial as appropriate)

<u>MK</u>     The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

       This is a non-degree applicable credit course (specify which one, below)

           non-degree applicable basic skills course.

           course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

           pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

## Criteria D. -- Adequate Resources (please initial as appropriate)

<u>MK</u>     This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

## Criteria E. – Compliance (please initial as appropriate)

       The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.


**Faculty Requestor**: Nicole Gray                           **Date:** 11/12/14

**Division Curriculum Representative:** Marc Knobel           **Date:** 11/13/14

**Date of Approval by Division Curriculum Committee:**            **Date:** 11/13/14

**College Curriculum Co-Chairperson:**                  **Date:**      

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:**   SPANISH 110

**Course Title:**   ELEMENTARY SPANISH CONVERSATION I

**Catalog Description**:

Practice of spoken Spanish with an emphasis on developing oral and listening communication skills. Attention will be given to pronunciation, vocabulary and accurate use of basic grammar.

**Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?**

   X      The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

            The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:*** *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

**The Curriculum Committee must evaluate this application based on the following five criteria:**

## Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

The objective of this two-course sequence is to enable the community at large to acquire and/or enhance basic language skills in Spanish with the objective of job advancement, competitiveness through education and work force improvement.

<table>
<tr><td></td></tr>
</table>

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

## Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> First, the Spanish department currently does not have an elementary level conversation course for students interested exclusively in oral communication. Secondly, this stand alone course is intended primarily for the community at large, which is interested in the practical uses of the language and its applicability in everyday situations (travel, business, etc.).

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
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- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

<mark>Please attach appropriate evidence to this application form.</mark>

## Criteria C. -- Curriculum Standards (please initial as appropriate)

X  The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

X  This is a non-degree applicable credit course (specify which one, below)

    non-degree applicable basic skills course.

  X  course to enable students to succeed in degree-applicable credit courses (e.g.  college orientation and guidance courses, discipline-specific preparatory courses)

  X  pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

## Criteria D. -- Adequate Resources (please initial as appropriate)

X  This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

## Criteria E. – Compliance (please initial as appropriate)

X  The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** Julio C. Rivera-Montanez       **Date:** 11/13/14

# FOOTHILL COLLEGE

**Division Curriculum Representative:** <u>Elvira Coffin</u>        **Date:** 11/13/14

**Date of Approval by Division Curriculum Committee:**        **Date:**

**College Curriculum Co-Chairperson:**        **Date:**

# FOOTHILL COLLEGE

## Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

> In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

**Course #:**  SPANISH 111

**Course Title:**  ELEMENTARY SPANISH CONVERSATION II

**Catalog Description**:

> This is the second of a two-part course sequence. Continued practice of spoken Spanish with an emphasis on developing oral and listening communication skills. Attention will be given to pronunciation, vocabulary, and accurate use of basic grammar.

**Are you requesting Stand Alone Approval for the course on a <u>temporary,</u> or <u>permanent</u> basis?**

    __X__     The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

    _____     The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

o  What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:*** *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

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**Criteria A. -- Appropriateness to Mission**
California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

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3. <u>Secondary</u>: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

**Briefly explain how this course is consistent with one (or more) of these missions:**

> The objective of this two-course sequence is to enable the community at large to acquire and/or enhance basic language skills in Spanish with the objective of job advancement, competitiveness

> through education and work force improvement.

*NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

## Criteria B. – Need

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If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> First, the Spanish department currently does not have an elementary level conversation course for students interested exclusively in oral communication. Secondly, this stand alone course is intended primarily for the community at large, which is interested in the practical uses of the language and its applicability in everyday situations (travel, business, etc.).

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- Newspaper or magazine articles on industry or employment trends
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<mark>**Please attach appropriate evidence to this application form.**</mark>

## Criteria C. -- Curriculum Standards (please initial as appropriate)

X  The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

X  This is a non-degree applicable credit course (specify which one, below)

    non-degree applicable basic skills course.

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  X  pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

## Criteria D. -- Adequate Resources (please initial as appropriate)

 X  This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

## Criteria E. – Compliance (please initial as appropriate)

 X  The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

**Faculty Requestor:** <u>Julio C. Rivera-Montanez, Elvira Coffin</u>    **Date:** 11/13/14

**Division Curriculum Representative:**         **Date:** 11/13/14

## FOOTHILL COLLEGE

**Date of Approval by Division Curriculum Committee:** _____ **Date:** _____

**College Curriculum Co-Chairperson:** _____ **Date:** _____

**Transfer Model Curriculum (TMC) Template for Anthropology**
**CCC Major or Area of Emphasis:** Anthropology
**TOP Code:** 220200
**CSU Major(s):** Anthropology
**Total Units:** 18-20  *(all units are semester units)*

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

or the ASSIST website:
http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. Since all courses in the **REQUIRED CORE** have a **C-ID Descriptor**, the courses must have been submitted to C-ID prior to completing the Associate Degree for Transfer (ADT) proposal for Chancellor's Office approval.

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:
http://www.c-id.net/degreereview.html

and attach the appropriate ASSIST documentation as follows:
- *Articulation Agreement by Major* (**AAM**) demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department* (**BCT**) for the transfer courses; and/or,
- *CSU GE Certification Course List by Area* (**GECC**).

The acronyms **AAM, BCT,** and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

<table>
<tr><td colspan="7" align="center"><b>Associate in Arts in Anthropology for Transfer Degree<br>College Name: Foothill College</b></td></tr>
<tr><td colspan="3" align="center"><b>TRANSFER MODEL CURRICULUM (TMC)</b></td><td colspan="4" align="center"><b>COLLEGE PROGRAM REQUIREMENTS</b></td></tr>
<tr><td colspan="2" align="center"><b>Course Title (units)</b></td><td align="center"><b>C-ID Descriptor</b></td><td align="center"><b>Course ID</b></td><td align="center"><b>Course Title</b></td><td align="center"><b>Units</b></td><td align="center"><b>CSU GE/ IGETC Area</b></td></tr>
<tr><td colspan="2"><b>REQUIRED CORE:</b> (9 units)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Introduction to Cultural Anthropology (3)</td><td>ANTH 120</td><td>ANTH 2A</td><td>Cultural Anthropology</td><td>4</td><td>D1/4</td></tr>
<tr><td colspan="2">Introduction to Biological Anthropology (3)</td><td>ANTH 110</td><td>ANTH 1<br>or<br>ANTH 1H</td><td>Introduction to Physical Anthropology<br><br>Honors Introduction to Physical Anthropology</td><td>4<br><br>4</td><td>B2/5<br><br>B2/5</td></tr>
<tr><td colspan="2">Introduction to Archaeology (3)</td><td>ANTH 150</td><td>ANTH 8</td><td>Introduction to Archaeology</td><td>4</td><td>D1/4</td></tr>
<tr><td colspan="2"><b>LIST A: Select one</b> (3 units)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Any course articulated as lower division preparation for the Anthropology major at a CSU. See example courses on TMC.</td><td><i>AAM</i></td><td></td><td>STUDENTS MUST COMPLETE A MINIMUM OF 5 UNITS</td><td></td><td></td></tr>
<tr><td colspan="2"></td><td></td><td>ANTH 1L<br>or<br>ANTH 1HL</td><td>Physical Anthropology Laboratory<br>Honors Physical Anthropology Laboratory</td><td>1<br><br>1</td><td>B3/5C<br><br>B3/5C</td></tr>
<tr><td colspan="2"></td><td></td><td>ANTH 14<br>BIOL 9</td><td>Linguistic Anthropology<br>Environmental Biology</td><td>4<br>4</td><td>D1/<br>B2/5B</td></tr>
</table>

| | | BIOL 10 | General Biology: Basic Principles | 5 | B2,B3/ 5B,5C |
|---|---|---|---|---|---|
| | | BIOL 15 | California Ecology: Natural History | 5 | B2,B3/ 5B,5C |
| | | MATH 10 | Elementary Statistics | 5 | B4/2A |
| | | SOC 7 / PSYC 7 | Statistics for the Behavioral Sciences | 5 | B4/2A |
| **LIST B: Select one to two** (3-5 units) Any course from **LIST A** not already used. | | | | | |
| **1. Science Methods** Introduction to Research Methods in Psychology (3) | PSY 200 | | | | |
| **OR** Introduction to Research Methods in Psychology (with Laboratory) (4) | PSY 205B | | | | |
| **OR** Introduction to Research Methods (3) | SOCI 120 | PSYC / SOC 10 | Research Methods & Designs | 5 | D9,D0/ 4I,4J |
| Philosophy of Science (3) | *GECC* | | | | |
| **2. Sciences** Human Anatomy (with Laboratory) (4) | BIOL 110B | | | | |
| Physical Geology (3) | GEOL 100 | | | | |
| **AND** Physical Geology Laboratory (1) | GEOL 100L | | | | |
| **OR** Physical Geology (with Laboratory) (4) | GEOL 101 | | | | |
| Earth Science (3) | GEOL 120 | | | | |
| **AND** Earth Science Laboratory (1) | GEOL 120L | | | | |
| **OR** Earth Science (with Laboratory) (4) | GEOL 121 | | | | |
| Environmental Geology (3) | GEOL 130 | | | | |
| **AND** Environmental Geology Laboratory (1) | GEOL 130L | | | | |
| **OR** Environmental Geology (with Laboratory) (4) | GEOL 131 | | | | |
| Introduction to Geographic Information Systems and Techniques (with Laboratory) (2) | GEOG 155 | GEOG 12 | Introduction to Geographic Information Systems | 4 | N/A |
| **LIST C: Select one** (3 units) Any course from **LIST A or B** not already used. | | | | | |
| Any CSU transferable Anthropology course | *BCT* | | STUDENTS MUST COMPLETE A MINIMUM OF 6 UNITS | | |
| | | ANTH 2B | Patterns of Culture | 4 | D3/4A |
| | | ANTH 3 | Prehistory: The Search for Lost Civilizations | 4 | D1/4A |
| | | ANTH 4 | Fist Peoples of North America | 4 | D1,D3/ 4A |
| | | ANTH 5 | Magic, Science & Religion | 4 | D1/4A |
| | | ANTH 6 | Peoples of Africa | 4 | D1,D3/ 4A |
| | | ANTH 8L, 8LX | Archaeology Laboratory | 1-2 | D1/N/A |
| | | ANTH 12 | Applied Anthropology | 4 | D1/4A |
| | | ANTH 13 | Introduction to Forensic Anthropology | 4 | Pendin g |
| | | ANTH 13L | Forensic Anthropology | 1 | Pendin |

| | | | | |
|---|---|---|---|---|
| | | | | Laboratory | | g |
| | | ANTH 20 | Native Peoples of California | 4 | D1,D3/ 4A,4C |
| | | ANTH 22 | The Aztec, Maya & Their Predecessors | 4 | D1/4A |
| | | ANTH 50 | Medical Anthropology: Methods & Practice | 4 | D1/N/A |
| | | ANTH 51 | Archaeology Survey | 2 | N/A |
| | | ANTH 52 | Archaeology Field Methods | 4 | D2/N/A |
| | | ANTH 70R | Independent Study in Anthropology | 1-4 | N/A |
| Any non-Anthropology course from the humanities or social sciences on cultural diversity. See example courses on TMC. | *GECC* | MUS 2D | World Music: Roots to Contemporary Global Fusion | 4 | C1/3A |
| | | PHIL 24 or | Comparative World Religions: East | 4 | C2,D3/ 3B |
| | | PHIL 25 | Comparative World Religions: West | 4 | C2,D3/ 3B |
| | | GEOG 2 | Human Geography | 4 | D5/4E |
| | | SOC 1 | Introduction to Sociology | 5 | D0/4J |
| | | SOC 23 | Race & Ethnic Relations | 4 | D0,D3/ 4J |
| | | COMM 12 | Intercultural Communication | 5 | C2,D3/ 4J |

| **Total Units for the Major:** | **18** |
|---|---|

| **Total Units for the Major:** | 27-31 | |
|---|---|---|
| **Total Units that may be double-counted** (*Ensure that the total for each Area does not exceed the limit for the specific Area*) | 27 | |
| **General Education (CSU GE or IGETC) Units** | 58/53 | |
| **Elective (CSU Transferable) Units** | 32-37 | |
| **Total Degree Units** (maximum) | **60** | |

**FOOTHILL COLLEGE**
**College Curriculum Committee**
**Policy on Course Currency**

Background/Issue

There exists a reasonable expectation of current and prospective students, the State Chancellor's Office and the general public that Foothill College offer all the courses published in our college catalog with some regularity. All published materials should accurately reflect our programs and course offerings.

There can be serious consequences for transfer students when courses that are listed in our catalog are not offered. Receiving universities may deny transfer students admission for not completing articulated lower division major requirements regardless of whether the courses were offered or not, during their enrollment.

ACCJC Accreditation Standards call for courses to be reviewed for currency and offered to assist student completion:

> Standard IIA6 - The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

> Standard IIA16 - The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Policy

Courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee.

Procedures

On February 1st, the Office of Instruction will publish and forward to the Division Curriculum Committees a list of courses that have not been taught (either not scheduled or cancelled due to low enrollment) in the previous 4 years.

Division Curriculum Committee representatives should discuss the list with division faculty and the Dean and follow the "Procedure for Course Deactivation/Reactivation" to deactivate the courses as appropriate.

If the Division Curriculum Committee determines that a course should remain active, justification for retaining the course should be forwarded to the College Curriculum Committee with identification of the next quarter(s) in which it may be scheduled and a plan developed in consultation with the Dean for a regular cycle of offering. The College

Curriculum Committee will consider this information to determine if an exemption of the course from the Currency Policy be approved.

Courses not approved for continuance will be forwarded to the Curriculum Coordinator for deactivation and removed from the catalog for the following year.

**Deactivation**:

1. Deactivation of a course must be agreed upon by the Division Curriculum Committee and be documented in the Division CC Minutes. If the course is a transferable course, you must also notify the Articulation Officer before proceeding.
2. The faculty owner/author must determine whether the course is used as a requirement or elective for a degree or certificate from another division, or if the course is a current GE course*. If so, the appropriate division curriculum reps and dean must be notified of the planned deactivation BEFORE proceeding.
3. Deactivation may be done in one of two ways:
   a. The faculty owner/editor of the course may edit the outline in the C3MS by changing the "Course Status" to Inactive and forwarding the course through the division's normal approval process or
   b. The faculty owner/editor or the Division CC Rep may email the Division CC Minutes to the Instruction Office Administrative Assistant giving directions to inactivate the course. Please remember to indicate which quarter the course will no longer be taught (i.e. the effective date).
4. The Division Curriculum Rep must report the deactivation to CCC.
5. The Curriculum Coordinator updates the online Catalog and Banner for the quarter indicated.
6. Deactivated courses will be held in the C3MS as "Inactive."
7. Please be aware that inactive courses:
   a. will continue to appear in the faculty's access list,
   b. will **not** print in any Catalog or Schedule,
   c. may be viewed by anyone with access to the C3MS,
   d. may be held "dormant" for three years, after which time they will be RETIRED from the current C3MS but will ALWAYS remain in the archive. Archived records can be accessed by the Instruction Office at any time, upon request.

**Reactivation**:

1. A course is eligible for reactivation once it has been inactive for at least three quarters. If the division feels that there is a compelling reason to reactivate a course in a period less than the three quarters, a formal request must be made to the CCC.
2. Reactivation must be approved by the Division Curriculum Committee and be documented in the Division CC Minutes.
3. Upon reactivation, the course must also be resubmitted for articulation if the intent is for the course to be transferable.
4. After division approval, the Division Curriculum Representative must notify the CCC.
5. Upon receiving the Division CC minutes documenting the approval, the Curriculum Coordinator will contact the faculty author to arrange the reactivation. The retired outline(s) will be sent to the faculty as a PDF or a Word document (faculty preference), the faculty will be given editing access to that course number(s), and they may copy and paste the information into the outline template as appropriate.
6. The course(s) will then follow the regular approval process through the C3MS.

# FOOTHILL COLLEGE
## College Curriculum Committee
## Division Curriculum Committee Meeting Report

**Division:**                          **Date of Meeting:**

**Attendees:**

## Course Updates & Actions:

*Examples:*

| Course # | Course Title | Action(s) |
|---|---|---|
| *HORT 90J* | *Growing Wine Grapes* | *changed hrs/units to 3 lec & 3 units; removed prereq; added advisory* |
| *ART 1* | *Intro to Art* | *deactivate* |
| *PHOT 200* | *Photography for the Community* | *new; Content Review form* |

| Course # | Course Title | Action(s) |
|---|---|---|
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## Other Topics Discussed:

*Actions* *may include but are not limited to: general updates, substantial changes, changes for C-ID, updates to meet GE areas, number change, add distance learning addendum, etc.*