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

Item	Action	Attachment	Presenter
1. Minutes: October 20, 2015	Action	#11/3/15-1	Escoto
2. Announcements a. New Course Proposals	Information	#11/3/15-2—8	Escoto

3. Consent Calendar
  a. GE Applications
  b. Stand Alone Form
	Action	#11/3/15-9—15
		#11/3/15-16
			Escoto

4. Baccalaureate Degree Proposal for Course Numbering	Discussion		LaManque
5. Upper Division GE Approval Process	Discussion		Escoto
6. Division Guidelines for Online Learning	Discussion	#11/3/15-17	Escoto
7. ADT Update	Discussion		Day
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

Consent Calendar:
    FH General Education (attachments #9—15)
- *Area I, Humanities:* HUMN 5, HUMN 6, HUMN 7, MDIA 1, MDIA 2A, MDIA 2B
- *Area V, Communication & Analytical Thinking:* COMM 60
    Stand Alone Form (attachment #16): SPAN 192

Attachment List:
#11/3/15-1   Draft Minutes: October 20, 2015
#11/3/15-2   New COR Proposal: BIOL 300
#11/3/15-3   New COR Proposal: C S 3B
#11/3/15-4   New COR Proposal: HLTH 300
#11/3/15-5   New COR Proposal: HORT 54L
#11/3/15-6   New COR Proposal: Intr Std 300
#11/3/15-7   New COR Proposal: MDIA 4
#11/3/15-8   New COR Proposal: MDIA 7
#11/3/15-17   BSS Division Online Course Quality Standards (Draft 7/28/15)

2015 –2016 Curriculum Committee Meetings

Fall 2015 Quarter:	Winter 2016 Quarter	Spring 2016 Quarter
~~10/6/15~~	1/19/16	4/19/16
~~10/20/15~~	2/2/16	5/3/16
11/3/15	2/16/16	5/17/16
11/17/15	3/1/16	5/31/16
12/1/15	3/15/16	6/14/16

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

2015-2016 Curriculum Deadlines
12/1/15   Deadline to submit courses to CSU for CSU GE approval.

12/1/15   Deadline to submit courses to UC/CSU for IGETC approval.
6/1/16   Deadline to submit new/revised courses to UCOP for UC transferability.
6/17/16   COR/Title 5 Updates for Summer 2017.
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~
ASCCC 2015 Fall Plenary Session | 11/5—7/15 | Irvine Marriott
ASCCC Fall 2015 Curriculum Regional Meeting (North) | 11/13/15 | Solano College - Fairfield
ASCCC 2016 CTE Curriculum Academy | 1/14—15/16 | Napa Valley Marriott
ASCCC 2016 Instructional Design and Innovation | 1/21—23/16 | Riverside Convention Center
ASCCC 2016 Accreditation Institute | 2/19—20/16 | Marriott Mission Valley - San Diego
ASCCC 2016 Academic Academy | 3/17—19/16 | Sheraton Sacramento
ASCCC 2016 Spring Plenary Session | 4/21—23/16 | Sacramento Convention Center
ASCCC 2016 Career Technical Education Institute | 5/6—7/16 | DoubleTree Hilton – Anaheim
ASCCC 2016 Faculty Leadership Institute | 6/9—11/16 | Mission Inn - Riverside
ASCCC 2016 Curriculum Institute | 7/7—9/16 | DoubleTree Hilton - Anaheim

Distribution:
Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Kimberlee Messina (Acting President), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Lan Truong (Dean, CNSL), Suzanne Weller (FA), Nataly Wijono (ASFC)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2015-16

Meeting Date: **11/3/15**

Co-Chairs (2)

✓	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only) escotoisaac@foothill.edu
✓	Andrew LaManque	7179	Associate Vice President, Instruction lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

✓	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
✓	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
✓	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
✓	Bernie Day	7225	Articulation	daybernie@foothill.edu
✓	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
✓	Brian Evans	7575	BSS	evansbrian@foothill.edu
	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
✓	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
✓	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
✓	Kay Jones	7602	LIBR	joneskay@foothill.edu
	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
	Don MacNeil	6967	K A	macneildon@foothill.edu
✓	Teresa Ong	7394	Dean	ongteresa@fhda.edu
✓	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
✓	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
✓	Paul Starer	7227	Dean	starerpaul@foothill.edu
✓	Victor Tam	7472	Dean	tamvictor@foothill.edu
	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
✓	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

		7231	Evaluations	
✓	Mary Vanatta	7439	Curr Coordinator	vanattamary@foothill.edu
	Nataly Wijono		ASFC	

Visitors:

Kurt Hueg, Phyllis Spragge

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

Item	Discussion
1. Minutes: October 6, 2015	Minutes approved as written **M/S** (Starer, Campbell) **Approved**, 0 abstentions.

2. Announcements
  a. New Course Proposal
  b. Notification of Proposed Requisites
  c. Hours and Units Calculation
	Speaker: Isaac Escoto
	a. No comments. Please share with your constituents.
	b. No comments. Please share with your constituents.
	c. Memo from the State Chancellor's Office, addressing how to calculate unit values using course hours; does not result in any changes to our current calculations. Request for clarification regarding "Hours-per-unit Divisor" (pg. 3 of memo). LaManque reinforced that we are already following proper formula and no changes are necessary. Campbell expressed concern regarding inflated unit values for clinical courses, which must adhere to a legal requirement for hours; will meet with Instruction to discuss.

d. Division Guidelines for Online Learning	d. Resolution discussed last year, adopted at Academic Senate. Each Division's CC or designee to develop Division-specific guidelines informed by OEI rubric. This includes developing process and timeline for reviewing online courses (currently all online/hybrid courses must submit Distance Learning application); determining appropriate response time to student questions; setting standards for faculty presence and online office hours. Deadline to share with Senate in February 2016. BSS has developed Division standards, which could help as other Divisions begin their conversations. Clarification requested regarding faculty being involved with review process. Escoto clarified that it's not the faculty being evaluated, but the standards of delivering an online course (e.g., rethinking the DL application). Mention that this is meant to be a collegial process between faculty to draft and adhere to standards; if standards are not being met by a faculty member, any such review would remain an administrative process. Question about re-approval of DL application when a course is being revised for Title 5 or otherwise; currently, re-approval is not necessary but it is best practice for Division to discuss. Escoto would like to check in at every CCC meeting to hear Divisions' progress and provide support, if needed.
e. Division CC Minutes Schedule	e. Check-in to ensure Divisions are forwarding minutes to Vanatta in a timely manner. LaManque reminded the group that because Foothill has Division CCs, we are required by the state to keep a record of minutes from those meetings, separate from CCC minutes. BH: Unsure when minutes will be sent, currently working on division curriculum committee structure. LA: Would like to send once per month. KA: Has not yet met this year. PSME: Has already sent minutes. FA: Has already sent minutes. LIBR: Does not hold separate CC meetings; curriculum topics discussed during regular department meetings;

	will make sure to submit minutes as curriculum is discussed. Discussion occurred regarding supplemental forms for courses and concern that they are being lost during curriculum process. Instruction hoping to implement forms within C3MS soon—webmaster is currently working on it. Suggestion to use Dropbox to keep track of forms within Division.
3. Consent Calendar a. GE Application	**Speaker: Isaac Escoto** Motion to approve **M/S** (Starer, Francisco) **Approved**.
4. Curriculum Sheet Submission Deadline	**Speaker: Mary Vanatta** Current deadline for curriculum sheets to be submitted to Curriculum Coordinator in C3MS is March 2nd. Proposal to change deadline to February 1st. Suggestion that Instruction create a calendar to serve as a guideline for when faculty and Reps should be working on certain parts of the curriculum process. Topic will be revisited after Divisions discuss at their CC meetings.
5. ASCCC Fall Plenary Resolutions	**Speaker: Isaac Escoto** Includes baccalaureate degree requirements; specific wording will be voted on at Plenary in November. Each campus gets a vote, and we also participate in the district Senate. LaManque noted that resolution 9.03 would change the way Dental Hygiene has been developing their upper-division GE courses. Question as to how common upper-division GE is handled at universities. Escoto stated that a committee found that often upper-division GE does exist at universities and we are working to hold our degree to same standards. Same resolution (9.03) would mandate use of CSU-GE or IGETC. Resolution 10.01 related to minimum qualifications for upper-division courses. Concern expressed about changed landscape at Foothill now that upper-division GE may be mandated. LaManque suggested that the group think about this in the long-term, as the pilot could result in further baccalaureate degrees being developed at Foothill; CCC should view as opportunity to develop related processes. Question regarding resources—each college is allotted $350,000 in funding to develop; any further need would go through normal process (e.g., need to hire more faculty due to increased demand); separate funding stream for upper-division courses.
6. Non-credit Introduction	**Speaker: Isaac Escoto** Nine specific eligible areas for non-credit. As with credit courses/programs, non-credit is approved by Division CC. Minimum qualifications are the same for credit and non-credit, in most cases. LaManque pointed out that in certain categories, apportionment will now be the same as for credit. Escoto mentioned a resolution for ASCCC to work with State Chancellor's Office to update attached guide. Request for guidelines for Reps when reviewing non-credit CORs. Question about assigning homework and tests for non-credit courses—Starer noted that it is allowed but it doesn't result in a grade at the end of the term. LaManque stated that in the future grades may be required for non-credit courses that are part of a certificate. Currently, there are no rules regarding repeatability but that could change when grades are applied and/or funding increases. Noted challenges: an identical course at two schools, one

	can be credit and one non-credit; pay differential between credit and non-credit—incentive to make non-credit courses longer so that the pay is closer to the credit version. Ong mentioned Adaptive Physical Education—many schools reactivated non-credit APE courses once repeatability rules went into effect, so that courses could be repeated; further discussion requested regarding non-credit APE. BH: EMT program will have a complete non-credit version of their program to allow students to have the same outcome in a non-credit version. PSME: Tutorial Center offers support for basic skills and beyond.
7. Update on New ADTs	**Speaker: Bernie Day** Five new ADTs for which we will be able to apply starting 2/1/16. They are interdisciplinary degrees, which we haven't dealt with before—who will take the lead and be responsible? Currently, we don't have a process for developing interdisciplinary degrees. Public Health Science: Curriculum distributed pretty evenly between BH, BSS, and PSME. Could also involve KA. Child & Adolescent Development: Almost all BSS or PSME courses, more so than Child Development. Elementary Teacher Education: So far, no one has shown interest in developing. We would need to develop Earth Science overview course and revive Intro to Education course in order to offer. Social Justice Studies: Meant as umbrella for students in majors that are low in lower-division requirements (e.g., Ethnic Studies, Chicano Studies). No one has shown interest in developing. Primarily BSS courses. This ADT would help provide access to underrepresented students interested in transferring. Global Studies: Many have indicated interest in helping develop. An open meeting will be held on 10/28/15 at 1:00 in Room 1943. Very competitive major right now. Day also noted that the State may begin requiring a Control Number (CRN) for courses on applications for articulation; currently, we can apply without a CRN. This could delay our ability to apply for these new degrees. Day will find out further information this week.
8. Report Out from Division Reps	**Speaker: All** LIBR: Library scheduled to open 1/4/16.
9. Good of the Order	BH: Attended northern California DIG (Discipline Input Group); discussion regarding statewide curriculum and how students can benefit in a local degree or certificate capacity.
10. Adjournment	**3:31 PM**

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Marnie Francisco (PSME), Kay Jones (LIBR), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Teresa Ong (Acting Dean, BSS), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA), Nataly Wijono (ASFC)
Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication***. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Phyllis Spragge

Proposed Number: BIOL 300 (upper division GE)   **Proposed Units:** 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU (at this time UC/CSU would only accept this course for someone enrolled in the bachelor's degree pilot program)

Proposed Title: Human Pathophysiology and Pharmacology

Proposed Catalog Description & Requisites:
The basis of human disease and its management relevant to the practice of healthcare professionals. Focuses on the pathophysiology of a variety of disease processes using systems theory as an organizing framework, including the pharmacology agents used in treating diseases. Prerequisite: admission to the Dental Hygiene Program.

Proposed Discipline: Biology

To which Degree(s) or Certificate(s) would this course potentially be added?
This will be an upper division general education for the BS degree in Dental Hygiene.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No, the course would be limited to students accepted into the pilot program for the BS degree in Dental Hygiene.

Comments & Other Relevant Information for Discussion:
Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. The Biology department has discussed this course with the Dental Hygiene department and they support moving forward with this course.

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Michael Loceff

Proposed Number: C S 3B   **Proposed Units:** 5

Proposed Hours: 4 hours lecture, 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Intermediate Software Design in Python

Proposed Catalog Description & Requisites:

Systematic treatment of intermediate concepts in computer science through the study of Python object-oriented programming (OOP). Coding topics include Python sequences, user-defined classes and interfaces, modules, packages, collection classes, threads, lambda functions, list comprehensions, regular expressions, multi-dimensional arrays and file I/O. Concept topics include OOP project design, recursion, inheritance, polymorphism, functional programming, linked-lists, FIFOs, LIFOs, event-driven parsing, exceptions and guarded code.

Prerequisite: C S 3A.

Proposed Discipline: Computer Science

Proposed Need/Justification Statement:

This course is a restricted support course for the AS Degree in Computer Science.

To which Degree(s) or Certificate(s) would this course potentially be added?

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Faculty Author: Phyllis Spragge
Proposed Number: HLTH 300 (upper division GE)   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC/CSU (at this time UC/CSU would only accept this course for someone enrolled in the bachelor's degree pilot program)
Proposed Title: Health Across the Lifespan

Proposed Catalog Description & Requisites:
Examines the basic principles that guide growth and development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. Prerequisites: Admission to the Dental Hygiene Program

Proposed Discipline: Health

To which Degree(s) or Certificate(s) would this course potentially be added?
This will be an upper division general education for the BS degree in Dental Hygiene.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No, the course would be limited to students accepted into the pilot program for the BS degree in Dental Hygiene.

Comments & Other Relevant Information for Discussion:
Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. The Biology department has discussed this course with the Dental Hygiene department and they support moving forward with this course.

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter
Proposed Number: HORT 54L   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU system
Proposed Title: Horticultural Practices: Disease Identification

Proposed Catalog Description & Requisites:
Identification, morphology, physiology and management of common agricultural and horticultural diseases. Course will review the impacts of common diseases on the plant production and landscape industries and review their identification throughout the life cycle of the disease.

Proposed Discipline: Horticulture

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement, Associate of Science: Horticulture

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:
This class would complete our pest management series that included Horticultural Practices: Insect Identification (Hort 54J), Horticultural Practices: Weed Identification (Hort 54K) and Integrated Pest Management Hort 52H).

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Phyllis Spragge
Proposed Number: Interdisciplinary Studies 300 (upper division GE) **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: UC/CSU (at this time UC/CSU would only accept this course for someone enrolled in the bachelor's degree pilot program)
Proposed Title: Research Methods, Statistics & Critical Thinking for Health Professions

Proposed Catalog Description & Requisites:
This course provides the student knowledge on the methodology of research. The course includes strengths and limitations of quantitative and qualitative research methods while developing methodological skills and proficiencies related to research including the development of a review of the literature and research proposal. Prerequisite: admission to the Dental Hygiene Program.

Proposed Discipline: Interdisciplinary Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
This will be an upper division general education for the BS degree in Dental Hygiene.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No, the course would be limited to students accepted into the pilot program for the BS degree in Dental Hygiene.

Comments & Other Relevant Information for Discussion:
Foothill College Dental Hygiene Program was approved to participate in the SB 850 pilot program to award the bachelor's degree in selected community college programs. The Biology department has discussed this course with the Dental Hygiene department and they support moving forward with this course.

Instruction Office:
Date presented at CCC:
Number assigned:

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College Curriculum Committee
New Course Proposal

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Faculty Author: Robert Ward
Proposed Number: MDIA 4   **Proposed Units:** 4
Proposed Hours: 4 hours lecture, 1 hour laboratory
Proposed Transferability: CSU Area C1, UC Area 3A
Proposed Title: Experimental Film & Video

Proposed Catalog Description & Requisites:
Introduction to the history, theory and aesthetics of experimental film and video. Study of significant works, figures and movements related to these avant-garde practices. Examines representative examples and explores their function as a counter to dominant forms of narrative and documentary media.

Prerequisite: Eligibility based on assessment or successful completion of ENGL 209.

Proposed Discipline: Media Studies

Proposed Need/Justification Statement:
At current, the proposed Media Studies degree does not contain coursework that specifically addresses Experimental Film & Video. The course strongly supports the Foothill College GE student learning outcome of *Creative, Critical, and Analytical Thinking* and is proposed for GE area 1.

To which Degree(s) or Certificate(s) would this course potentially be added?
Media Studies (pending state approval)
Music Tech

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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New Course Proposal

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Faculty Author: Robert Ward
Proposed Number: MDIA 7   **Proposed Units:** 4
Proposed Hours: 4 hours lecture, 1 hour laboratory
Proposed Transferability: CSU Area C2, UC Area 3A
Proposed Title: Documentary Film

Proposed Catalog Description & Requisites:
Introduction to the history, theory and aesthetics of documentary film. Traces the changing conceptions of *reality* by noted filmmakers and writers. Through the stylistic study of both classic and alternative films, the goal is to explore notions of objectivity, truth and knowledge and to place the films within a historical, cultural and political context.

Prerequisite: Eligibility based on assessment or successful completion of ENGL 209.

Proposed Discipline: Media Studies

Proposed Need/Justification Statement:
At current, the proposed Media Studies degree does not contain coursework that specifically addresses Documentary Film. The course strongly supports the Foothill College GE student learning outcome of *Creative, Critical, and Analytical Thinking* and is proposed for GE areas 1 & 2.

To which Degree(s) or Certificate(s) would this course potentially be added?
Media Studies (pending state approval)
Music Tech

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: <u>HUMN 5 Cultures, Civilizations & Ideas: The Modern World</u>

<u>Breadth Criteria:</u>

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).

<u>Depth Criteria for Area I – Humanities:</u>

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

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

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

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

Course Number & Title: <u>HUMN 5 Cultures, Civilizations & Ideas: The Modern World</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:

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

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

Matching course component(s):

2.B stimulate curiosity about intellectual and artistic life.
2.D apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

4.A The Renaissance
    1. The re-birth of Humanist culture
    2. Florence in the twelfth century and the multi-talented individuals it produced
4.C The Age Of Absolutism
    1. The Establishment Of Centralized European Monarchies, with special focus on Louis XIV and the culture of Versailles
    2. Baroque art, music and architecture

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

Matching course component(s):

2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world.
2.G analyze cultural production as both instruments of social control and ideological change.
2.I think through moral and ethical problems and to examine one's own assumptions.

4.B Northern Renaissance and Reformation
    1. The Schism within Christianity
    2. The Counter-Reformation Spirit
4.G The Industrial Revolution
    1. The cultural consequences of the ambiguities of progress
    2. The growth of feminism and class conflicts
    3. Social criticism in the arts
4.I The Dark Legacy of Colonialism

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.C broaden perspectives on the diversity and dilemmas of human experience and knowledge.
2.D apply critical approaches to the analysis of various modes of cultural production in relation to the political,

> economic, social, and religious context of the time.
> 2.E explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
> 2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world.

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.C broaden perspectives on the diversity and dilemmas of human experience and knowledge.
2.I think through moral and ethical problems and to examine one's own assumptions.

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.J improve both oral and written communication, especially through critical reading and analysis.A.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

4.G The Industrial Revolution
    1. The cultural consequences of the ambiguities of progress
    2. The growth of feminism and class conflicts
    3. Social criticism in the arts

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

Matching course component(s):

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

Matching course component(s):

2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of

the contemporary world.
2.G analyze cultural production as both instruments of social control and ideological change.

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

Matching course component(s):

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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):

2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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

Matching course component(s):

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

Matching course component(s):

2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.

6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

4.F Revolution And Romanticism
    1. The French Revolution and its legacy
4.I The Dark Legacy of Colonialism

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: Falk Cammin   Date: April 8, 2015

Division Curr Rep: Allison Lenkeit Meezan   Date: April 15, 2015

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Sub-committee approval, 10/21/15

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: <u>HUMN 6 Cultures, Civilizations & Ideas: The Contemporary World</u>

<u>Breadth Criteria:</u>

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).

<u>Depth Criteria for Area I – Humanities:</u>

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: HUMN 6 Cultures, Civilizations & Ideas: The Contemporary World

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

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

Matching course component(s):

2.B stimulate curiosity about intellectual and artistic life.
2.D apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

4.A Toward the Modern Era
    1. Impressionism, Post-Impressionism, and Fauvism
    2. Nietzsche and the Freudian Revolution
4.C Modernism
    1. Literary Modernism
    2. Cubism, Expressionism, and Dada
    3. Jazz
    4. Photography and Film
4.E Art and Politics
    1. Socialist Realism
    2. Holocaust Representation: At the limits of reason

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

Matching course component(s):

2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world.
2.G analyze cultural production as both instruments of social control and ideological change.
2.I think through moral and ethical problems and to examine one's own assumptions.

4.A Toward the Modern Era
    2. Nietzsche and the Freudian Revolution
4.E Art and Politics
    1. Socialist Realism
    2. Holocaust Representation: At the limits of reason
4.F Post Colonialism
    1. The Middle East
    2. Africa
    3. Latin America
4.G The Global Culture
    1. Post-War Angst: Existentialism, Theater of the Absurd, and The Cold War
    2. Quest for Equality: Ethnic and Sexual Identity

General Education Review Request
AREA I – HUMANITIES

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.C broaden perspectives on the diversity and dilemmas of human experience and knowledge.
2.D apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.
2.E explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.
2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world.

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.C broaden perspectives on the diversity and dilemmas of human experience and knowledge.
2.I think through moral and ethical problems and to examine one's own assumptions.

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.J improve both oral and written communication, especially through critical reading and analysis.A.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

4.A Toward the Modern Era
    2. Nietzsche and the Freudian Revolution
4.E Art and Politics
    1. Socialist Realism
    2. Holocaust Representation: At the limits of reason

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

Matching course component(s):

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

Matching course component(s):

2.F use diverse historical periods and cultural traditions as a framework for a more complex understanding of the contemporary world.
2.G analyze cultural production as both instruments of social control and ideological change.

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

Matching course component(s):

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

Matching course component(s):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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):

2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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

Matching course component(s):

General Education Review Request
AREA I - HUMANITIES

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

Matching course component(s):

2.J improve both oral and written communication, especially through critical reading and analysis.

6.A Three or four objective/subjective mid-term exams.
6.B Three or more one-page response papers.
6.C One term paper.

9.B Discussion
9.C Cooperative learning exercises
9.D Oral presentations

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):

2.A engage in critical, creative, and independent thinking.
2.B stimulate curiosity about intellectual and artistic life.
2.H develop the habit of learning and responding to new ideas and challenges.
2.I think through moral and ethical problems and to examine one's own assumptions.
2.J improve both oral and written communication, especially through critical reading and analysis.

4.B India, China, and Japan
    1. India: Mughal Conquest to British Rule
    2. China: Ming and Qing Dynasties
    3. Japan: Feudal Rule, Edo Period, Modern Japan (The Meiji)
4.F Post Colonialism
    1. The Middle East
    2. Africa
    3. Latin America
4.G The Global Culture
    1. Post-War Angst: Existentialism, Theater of the Absurd, and The Cold War
    2. Quest for Equality: Ethnic, Sexual and Gender Identity
    3. Post-Modernism: Information, Communication, and the Digital Revolution

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: Falk Cammin   Date: 4/8/15

Division Curr Rep: Allison Lenkeit Meezan   Date: 4/15/15

REVIEW COMMITTEE USE ONLY:

General Education Review Request
AREA I – HUMANITIES

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Sub-committee approved 10/21/15

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: HUMN 7 Global Religions: Contemporary Practices & Perspectives

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: <u>HUMN 7 Global Religions: Contemporary Practices & Perspectives</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:
Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

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

Matching course component(s):

2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. G. analyze cultural production as both instruments of social control and ideological change.

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

Matching course component(s):

2. B. stimulate curiosity about the intersection of religion and culture.
2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. E. explain the relationship between religion, art and social organization in both Western and non-Western contexts.
2. F. use diverse religious practices and cultural traditions as a framework for a more complex understanding of the contemporary world.

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

Matching course component(s):

2. B. stimulate curiosity about the intersection of religion and culture.
2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2.G. analyze cultural production as both instruments of social control and ideological change.

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

Matching course component(s):

2. A. engage in critical, creative, and independent thinking.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. I. think through moral and ethical problems and to examine one's own assumptions.

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

Matching course component(s):

1. A. engage in critical, creative, and independent thinking.
2. G. analyze cultural production as both instruments of social control and ideological change.
2. J. improve both oral and written communication, especially through critical reading and analysis.

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

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

Matching course component(s):

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

Matching course component(s):

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

Matching course component(s):

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

Matching course component(s):

2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. E. explain the relationship between religion, art and social organization in both Western and non-Western contexts.
2. F. use diverse religious practices and cultural traditions as a framework for a more complex understanding of the contemporary world.
2. I. think through moral and ethical problems and to examine one's own assumptions.

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

Matching course component(s):

2. A. engage in critical, creative, and independent thinking.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

General Education Review Request
AREA I - HUMANITIES

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):

2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

9. B. Discussion
9. C. Cooperative learning exercises
9. D. Oral presentations

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

Matching course component(s):

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

Matching course component(s):

2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

6. B. Three or more one-page response papers.
6. C. One term paper.

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):

2. F. use diverse religious practices and cultural traditions as a framework for a more complex understanding of the contemporary world.
2. I. think through moral and ethical problems and to examine one's own assumptions.

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: Falk Cammin   Date: April 22, 2015

Division Curr Rep: K. Allison Lenkeit Meezan   Date: April 29, 2015

General Education Review Request
AREA I - HUMANITIES

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Sub-committee approved, 10/21/15

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MDIA 1 Introduction to Film Studies

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: MDIA 1 Introduction to Film Studies

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:

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

Matching course component(s):

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

Course objectives (section 2):
- Recognize important historical film movements and (such as German Expressionist cinema, French New Wave, and Cinema Verite) and their impact upon cinematic form and ideology.
- Identify the aesthetic and historic relationships between film and other art forms and movements of the 20th century.
- Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Course content (section 4):
Motion picture technologies (historical and technical context)
- Early sound films.
- Development of color processes including Technicolor.
- Aspect ratios and widescreen formats.
- Visual effects and current special effects technologies
- The film production process including the nature of film as a collaborative medium.
- Consumer broadcast and media technologies: video tape, DVD, internet, cable TV, and mobile devices.
- Future and developing technologies.

Film histories and their influence.
- Evolution of narrative fiction, documentary, experimental and fine art film and video.
- The history and evolution of the U.S. film business including the impact of the production code of 1930 and the Paramount Supreme Court decision of 1948.
- Evolution of the language of editing, contributions of important filmmakers including E.S. Porter, D.W. Griffith, Lev Kuleshov, Sergei Eisenstein, Dziga Vertov.
- Major international film movements (including German Expressionism, French New Wave, and Cinema Vei) and contributions of filmmakers to the art of the moving image.
- Major film genres and their evolution.
- Developments in experimental, third world cinemas, and global media.

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

Course objectives (section 2):
- Understand the influence of the moving image in shaping values and perceptions in the U.S. and abroad.
- Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.

Course content (section 4):
Multi-cultural, gay and lesbian cinemas.
Feminist film theory.

> Evolution of narrative fiction, documentary, experimental and fine art film and video.
> Developments in experimental, third world cinemas, and global media.

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

Course objectives (section 2):
- Understand the influence of the moving image in shaping values and perceptions in the U.S. and abroad.
- Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Course content (section 4):
Multi-cultural, gay and lesbian cinemas.
Feminist film theory.
Psychoanalysis.
Evolution of narrative fiction, documentary, experimental and fine art film and video.

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

Course objectives (section 2):
- Recognize important historical film movements and (such as German Expressionist cinema, French New Wave, and Cinema Verite) and their impact upon cinematic form and ideology.
- Identify the aesthetic and historic relationships between film and other art forms and movements of the 20th century.
- Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.
- Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Course content (section 4):
Multi-cultural, gay and lesbian cinemas.
Feminist film theory.
Psychoanalysis.

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

Course objectives (section 2):
- Critically analyze the formal properties of film (such as editing, narrative structure, mise-en-scene, sound design and cinematography) through a variety of ideological perspectives.
- Demonstrate proficiency in cinematic language through critique and written analysis of film.

Methods of Evaluation (section 6):
- Writing assignments that require student to select film(s) from viewing list construct, develop and defend an argument referencing the film and the reading materials.
- Written journals and discussion forum when taught via Foothill Global Access.

Depth Map: Additionally, must include at least two of the following:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

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

Course objectives (section 2):
Critically analyze the formal properties of film (such as editing, narrative structure, mise-en-scene, sound design and cinematography) through a variety of ideological perspectives.
Identify the aesthetic and historic relationships between film and other art forms and movements of the 20th century.

Course content (section 4)
Study of the language of film:
• Film concepts and terminologies: such as mise en scene, shot descriptions, staging and production design.
• Editing concepts and terminologies.
• Cinematography terms and concepts.
• The aesthetics of sound and music, collision of sound and image, narration.
• Storytelling, narrative structure and the script.

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

Course objectives (section 2):
Understand the influence of the moving image in shaping values and perceptions in the U.S. and abroad.
Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.

Course content (section 4)
Study of film theory:
• Film genre studies.
• Multi-cultural, gay and lesbian cinemas.
• Feminist film theory.
• Psychoanalysis.
• Post-modern cinema.

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

Course objectives (section 2):
Understand the influence of the moving image in shaping values and perceptions in the U.S. and abroad.
Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Course content (section 4)
Study of film histories:
• Major international film movements (including German Expressionism, French New Wave, and Cinema Verite) and contributions of filmmakers to the art of the moving image.
• Major film genres and their evolution.
• Developments in experimental, third world cinemas, and global media.

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

Course objectives (section 2):
• Identify and describe cinematic technique and terminology.
• Critically analyze the formal properties of film (such as editing, narrative structure, mise-en-scene, sound design and cinematography) through a variety of ideological perspectives.
• Demonstrate proficiency in cinematic language through critique and written analysis of film.
• Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Methods of Evaluation (section 6):
- Writing assignments that require student to select film(s) from viewing list construct, develop and defend an argument referencing the film and the reading materials.
- Written journals and discussion forum when taught via Foothill Global Access.

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

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

Course objectives (section 2):
- Identify and describe cinematic technique and terminology.
- Critically analyze the formal properties of film (such as editing, narrative structure, mise-en-scene, sound design and cinematography) through a variety of ideological perspectives.
- Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.
- Demonstrate proficiency in cinematic language through critique and written analysis of film.
- Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.

Methods of Evaluation (section 6):
Writing assignments that require student to select film(s) from viewing list construct, develop and defend an argument referencing the film and the reading materials.

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

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

Course objectives (section 2):
- Identify and describe cinematic technique and terminology.
- Critically analyze the formal properties of film (such as editing, narrative structure, mise-en-scene, sound design and cinematography) through a variety of ideological perspectives.
- Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.
- Demonstrate proficiency in cinematic language through critique and written analysis of film.

Methods of Evaluation (section 6):
Writing assignments that require student to select film(s) from viewing list construct, develop and defend an argument referencing the film and the reading materials.
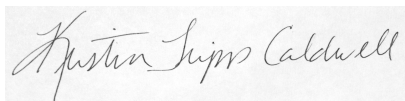
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Course objectives (section 2):
- Examine the writings, research, and experimentation of film artists and theorists and interpret how their ideas have been implemented within the language of moving images.
- Through research and study of international cinemas and global media, identify contributions to cinematic language made by people from diverse cultures and backgrounds.
-

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Course content (section 4)
Study of film theory:
- Film genre studies.
- Multi-cultural, gay and lesbian cinemas.
- Feminist film theory.
- Psychoanalysis.
- Post-modern cinema.

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).

Methods of Evaluation (section 6):
Writing assignments that require student to select film(s) from viewing list construct, develop and defend an argument referencing the film and the reading materials.
Written journals and discussion forum when taught via Foothill Global Access.

Lab content (section 10)
Screenings of films and videos either on-campus or via the internet, including narrative fiction, fine art, and documentary for completion of written assignments.
Feedback on tests and assignments either in person or or online via chat rooms, list-servers and newsgroups.

Requesting Faculty: Kristin Tripp Caldwell   Date: 4/20/15

Division Curr Rep: Robert Hartwell   Date: 4/28/15

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Sub-committee approved, 10/21/15

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MDIA 2A Film History: 1895 - 1945

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

Course Number & Title: <u>MDIA 2A Film History: 1895 - 1945</u>

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

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

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

> **Course objectives (section 2):**
> - identify and explain basic facts concerning the early techniques of filmmaking.
> - identify and describe the historic evolution of such film forms as fiction, documentary, experimental.
> - identify the major films and filmmakers or the era who contributed to film art, and commerce.
> - critique and evaluate films in terms of genre, style and technical accomplishment.
>
> **Course content (section 4):**
> Study of major films and filmmakers of the era including:
> - the historical and artistic value of individual films.
> - the pioneering contributions of individual film-makers.
> - critical thinking and aesthetic critique of major films and director's style.
> - critique and evaluation of the cultural, historic, and sociological aspects of the major films of the era.

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

> **Course objectives (section 2):**
> - identify the major films and filmmakers who contributed to film art, and commerce.
>
> **Course content (section 4):**
> - appraisal of artistic merit of individual film(s) and director style.
> - critique and evaluation of the cultural, historic, and sociological aspects of the major films of the era.

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

> **Course objectives (section 2):**
> - identify and describe the historic evolution of such film forms as fiction, documentary, experimental.
> - identify the major films and filmmakers who contributed to film art, and commerce.
>
> **Course content (section 4):**
> - appraisal of artistic merit of individual film(s) and director style.
> - critique and evaluation of the cultural, historic, and sociological aspects of the major films of the era.

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

> **Course objectives (section 2):**
> - critique and evaluate films in terms of genre, style and technical accomplishment.
>
> **Course content (section 4):**
> - appraisal of artistic merit of individual film(s) and director style.

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

> **Course objectives (section 2):**
> - critique and evaluate films in terms of genre, style and technical accomplishment.
> - critically write, analyze, and research on film.
>
> **Methods of Evaluation (Section 6)**
> - written research and analysis essays on individual films, film movements, creative artists.
> - written journals and discussion forum when taught via Foothill Global Access.

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

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

Matching course objective(s):

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

Course objectives (section 2):
- describe the evolution of camera, lighting, editing, sound, mise-en-scene.
- critique and evaluate films in terms of genre, style and technical accomplishment.

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

Course objectives (section 2):
- describe the evolution of camera, lighting, editing, sound, mise-en-scene.
- identify the major films and film-makers who contributed to film art, and commerce.
- critique and evaluate films in terms of genre, style and technical accomplishment.

Course content (section 4):
Establishment of an international film language:
- technical advancements in lighting, editing, camerawork and sound
- influence of German expressionism, Soviet montage, French Dadaism, surrealism
- emphasis on culturally diverse evolution of film

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

Course content (section 4):
- establishment of an international film language: influence of German expressionism, Soviet montage, French Dadaism, surrealism. Emphasis on culturally diverse evolution of film.
- critique and evaluation of the cultural, historic, and sociological aspects of the major films of the era.

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

Course objectives (section 2):
- critique and evaluate films in terms of genre, style and technical accomplishment.
- critically write, analyze, and research on film.

Methods of Evaluation (Section 6)
- written research and analysis essays on individual films, film movements, creative artists.
- presentation of research project.

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

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

Course objectives (section 2):
- critique and evaluate films in terms of genre, style and technical accomplishment.
- critically write, analyze, and research on film.

Methods of Evaluation (Section 6)
- Written research and analysis essays on individual films, film movements, creative artists.
- Presentation of research project.
- Written journals and discussion forum when taught via Foothill Global Access.

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

Matching course objective(s):

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

Course objectives (section 2):
- critique and evaluate films in terms of genre, style and technical accomplishment.
- critically write, analyze, and research on film.
- identify and describe the historic evolution of such film forms as fiction, documentary, experimental.
- describe the evolution of camera, lighting, editing, sound, mise-en-scene.

Methods of Evaluation (Section 6)
- Written research and analysis essays on individual films, film movements, creative artists.
- Written journals and discussion forum when taught via Foothill Global Access.

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).

Course objectives (section 2):
- o critically write, analyze, and research on film.

From: Methods of evaluation (section 6)
- o Written research and analysis essays on individual films, film movements, creative artists.
- o Presentation of research project.
- o Written journals and discussion forum when taught via Foothill Global Access.

Requesting Faculty: Kristin Tripp Caldwell   Date: 4/21/15

Division Curr Rep: Robert Hartwell   Date: 4/28/15

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Slight changes and sub-committee approved, 10/21/15

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: MDIA 2B Film History: 1945 to current

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

AREA I – HUMANITIES

Course Number & Title: MDIA 2B Film History: 1945 to current

Please map each appropriate **Course Outcome/Objective** 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:

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

Expected Outcomes (section 2):
A. identify and explain basic facts concerning both technical innovations and artistic accomplishments of film-makers during the period.
B. identify and describe evolution of film forms, styles, genres, and film movements characteristic of the period.
D. identify major films and filmmakers who contributed to the art, style, and commerce of film. Examples will reflect a pluralistic society.
E. critically analyze and express in writing appraisal of major films and filmmakers.

Course content (section 4):
Impact of foreign cinema, television, studio and independent production on the development of film.
  1. Independent production, state-supported film industries established after World War II
  2. Decline of the American studio system and emergence of the independent producer and agents
  3. The challenge of television and the studio's response; innovations such as wide-screen, 3D, stereo sound
  4. Art house movement, youth-film movement
Evolution of international film from the 1940's to present.
  1. Trends toward realism in Italy, U. S. and England
  2. International film movements: Neo-realism, New Wave, national cinemas in Asia and Eastern Europe
  3. New developments in Third World countries

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

Expected Outcomes (section 2):
D. identify major films and filmmakers who contributed to the art, style, and commerce of film. Examples will reflect a pluralistic society.

Course content (section 4):
Evolution of international cinemas
  1. International film movements: Italian Neo-realism, French New Wave, national cinemas in Asia and Eastern Europe.
  2. New cinematic developments in Third World countries.
Major films, filmmakers, appraisal of content and style:
  1. Critical thinking and writing about the artistic merit of individual films.

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

Course objectives (section 2):
A. identify and explain basic facts concerning both technical innovations and artistic accomplishments of film-makers during the period.
B. identify and describe evolution of film forms, styles, genres, and film movements characteristic of the period.

General Education Review Request
AREA I - HUMANITIES

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

Course objectives (section 2):
C. discuss and evaluate the uses of camera, lighting, sound, editing, mise-en-scene.
E. critically analyze and express in writing appraisal of major films and filmmaker**s.**

Examples of Required Reading and Writing Assignments (Section 12):
B. Analytical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.
C. Analytical essay that requires student to conduct independent research on a film of their choosing in relation to film form, theory, ideology, or historical issues.

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

Course objectives (section 2):
E. critically analyze and express in writing appraisal of major films and filmmakers.

Course content (section 4):
1. Critical thinking and writing about the artistic merit of individual films.
2. Critically evaluating and writing about the formal elements of film: camera, editing, sound, lighting, acting, direction.

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

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

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

Course objectives (section 2):
Discuss and evaluate elements of cinematic language including of camera, lighting, sound, editing, mise-en-scene.

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

Course objectives (section 2):
E. critically analyze and express in writing appraisal of major films and filmmakers.

Course content (section 4):
1. Critical thinking and writing about the artistic merit of individual films.
2. Critically evaluating and writing about the formal elements of film: camera, editing, sound, lighting, acting, direction.

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

Course objectives (section 2):
D. identify major films and filmmakers who contributed to the art, style, and commerce of film. Examples will reflect a pluralistic society.

Course content (section 4):
A.   Study of the evolution of international film from the l940's to present.
  1. Trends toward realism in Italy, U. S. and England.
  2. International film movements: Italian Neo-realism, New Wave, French national cinemas in Asia and Eastern Europe.
  3. New cinematic developments in Third World countries.

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

Course objectives (section 2):
E. critically analyze and express in writing appraisal of major films and filmmakers.

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

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

Course objectives (section 2):
B. identify and describe evolution of film forms, styles, genres, and film movements characteristic of the period.
C. discuss and evaluate the uses of camera, lighting, sound, editing, mise-en-scene.
E. critically analyze and express in writing appraisal of major films and filmmakers.

Examples of Required Reading and Writing Assignments (Section 12):
A. Critical film analyses in the form of journals or online discussion assignments.
B. Analytical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.
C. Analytical essay that requires student to conduct independent research on a film of their choosing in relation to film form, theory, ideology, or historical issues.

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

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

Course objectives (section 2):
E. critically analyze and express in writing appraisal of major films and filmmakers.

From: Examples of Required Reading and Writing Assignments (Section 12)
A. Critical film analyses in the form of journals or online discussion assignments.
B. Analytical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.
C. Analytical essay that requires student to conduct independent research on a film of their choosing in relation to film form, theory, ideology, or historical issues.

Course content (section 4):
1. Critical thinking and writing about the artistic merit of individual films.
2. Critically evaluating and writing about the formal elements of film: camera, editing, sound, lighting, acting, direction.

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).

Lab content (section 10):
A. Screenings of films and videos either on-campus or via the internet, including narrative fiction, fine art, and

documentary for completion of written assignments.
B. Feedback on tests and assignments either in person or or online via chat rooms, list-servers and newsgroups.

Examples of Required Reading and Writing Assignments (Section 12)
A. Critical film analyses in the form of journals or online discussion assignments.
B. Analytical essay that requires student to select film(s) from viewing list and construct, develop and defend an argument referencing the film and the reading materials.
C. Analytical essay that requires student to conduct independent research on a film of their choosing in relation to film form, theory, ideology, or historical issues.

Requesting Faculty: Kristin Tripp Caldwell   Date: 4/21/15

Division Curr Rep: Robert Hartwell   Date: 4/28/15

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Slight revision and sub-committee approved, 10/21/15

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

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: <u>**COMM 60 Communication Theory and Practice with Aging Populations**</u>

<u>**Breadth Criteria:**</u>

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).

<u>**Depth Criteria for Area V – Communication & Analytical Thinking:**</u>

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.

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General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

</div>

Course Number & Title: <u>**COMM 60 Communication Theory and Practice with Aging Populations**</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:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

4. Course Content

Discipline #1: Gerontology

6. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.
    6. Conflict resolution with older adults.

Discipline #2: Life Span Developmental Psychology

4. Analyze the factors of family developmental stresses.

    1. Overview of family change.
    2. Influence of family stages and life course on communication.
    3. Impact of transition between stages on communication.
    4. Family communication and unpredictable stress.
    5. Family communication and unpredictable stress involving older adults.
    6. Unpredictable stress and family coping patterns.
    7. Unpredictable stress and family coping patterns involving older adults.
    8. Communication and specific crises.

Discipline #3: Cross-Cultural Studies

5. Gain cultural communication sensitivity toward older adults.

    1. Individualistic cultural and family values towards the elderly.
    2. Collectivistic cultural and family values towards the elderly.

Discipline #4: Health and Aging

7. Understand the principles and stages of validation communication techniques.

   1. The principles of validation.
   2. The four stages of validation.
   3. The communication techniques of validation.

      1. Center.
      2. Observe.
      3. Appropriate distance.
      4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

   1. Appropriate verbal communication techniques.
   2. Appropriate nonverbal communication techniques.
   3. Benefits of validation for disoriented older adults.
   4. Benefits of validation for professional caregivers.
   5. Benefits of validation for families.

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

Matching course component(s):

4. Course Content

1. Understand family communication theories, functions, and patterns.

   1. The Communication process.
   2. Communication patterns and family functions.

2. Examine the significance of family communication and well-being.

   1. Examining family communication.
   2. Family communication dynamics.

3. Recognize intergenerational communication patterns.

   1. Intergenerational communication and well-being.
   2. Family interaction and older adult well-being.
   3. Improving family communication and family relationships.

4. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.
    6. Conflict resolution with older adults.

5. Gain cultural communication sensitivity toward older adults.

    1. Individualistic cultural and family values towards the elderly.
    2. Collectivistic cultural and family values towards the elderly.

7. Understand the principles and stages of validation communication techniques.

    1. The principles of validation.
    2. The four stages of validation.
    3. The communication techniques of validation.

        1. Center.
        2. Observe.
        3. Appropriate distance.
        4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

    1. Appropriate verbal communication techniques.
    2. Appropriate nonverbal communication techniques.
    3. Benefits of validation for disoriented older adults.
    4. Benefits of validation for professional caregivers.
    5. Benefits of validation for families.

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

Matching course component(s):

4. Course Content

5. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.

6. Conflict resolution with older adults.

8. Evaluate the application of validation communication techniques with disoriented older adults.

   2. Appropriate nonverbal communication techniques.

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

Matching course component(s):

4. Course Content

1. Understand family communication theories, functions, and patterns.

   1. The Communication process.
   2. Communication patterns and family functions.

2. Examine the significance of family communication and well-being.

   1. Examining family communication.
   2. Family communication dynamics.

3. Recognize intergenerational communication patterns.

   1. Intergenerational communication and well-being.
   2. Family interaction and older adult well-being.
   3. Improving family communication and family relationships.

4. Examine modes of effective communication with older adults.

   4. Confirming responses towards older adults.
   5. Communicating meaning with older adults.
   6. Conflict resolution with older adults.

7. Understand the principles and stages of validation communication techniques.

   1. The principles of validation.
   2. The four stages of validation.
   3. The communication techniques of validation.

      1. Center.
      2. Observe.
      3. Appropriate distance.
      4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

    1. Appropriate verbal communication techniques.

Depth Map: <u>should</u> 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):

4. Course Content

1. Understand family communication theories, functions, and patterns.

    1. The Communication process.
    2. Communication patterns and family functions.

2. Examine the significance of family communication and well-being.

    1. Examining family communication.
    2. Family communication dynamics.

3. Recognize intergenerational communication patterns.

    1. Intergenerational communication and well-being.
    2. Family interaction and older adult well-being.
    3. Improving family communication and family relationships.

5. Gain cultural communication sensitivity toward older adults.

    1. Individualistic cultural and family values towards the elderly.
    2. Collectivistic cultural and family values towards the elderly.

6. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.
    6. Conflict resolution with older adults.

C6. Identify goals when applying analytical skills

Matching course component(s):

4. Course Content

1. Understand family communication theories, functions, and patterns.

    1. The Communication process.
    2. Communication patterns and family functions.

2. Examine the significance of family communication and well-being.

    1. Examining family communication.
    2. Family communication dynamics.

3. Recognize intergenerational communication patterns.

    1. Intergenerational communication and well-being.
    2. Family interaction and older adult well-being.
    3. Improving family communication and family relationships.

6. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.
    6. Conflict resolution with older adults.

7. Understand the principles and stages of validation communication techniques.

    1. The principles of validation.
    2. The four stages of validation.
    3. The communication techniques of validation.

        1. Center.
        2. Observe.
        3. Appropriate distance.
        4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

    1. Appropriate verbal communication techniques.
    2. Appropriate nonverbal communication techniques.

C7. Recognize limitations of applicable methodologies

Matching course component(s):

4. Course Content

    4. Analyze the factors of family developmental stresses.

        1. Overview of family change.
        2. Influence of family stages and life course on communication.
        3. Impact of transition between stages on communication.
        4. Family communication and unpredictable stress.
        5. Family communication and unpredictable stress involving older adults.
        6. Unpredictable stress and family coping patterns.
        7. Unpredictable stress and family coping patterns involving older adults.
        8. Communication and specific crises.

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

Matching course component(s):

6. Methods of Evaluation

    3. On-line discussion

    4. Research project

When taught online these methods may take the form of video, audio, discussion forum, and electronic writing assignments and examinations.

9. Method of Instruction

    2. Electronic discussions/chat on and demonstration of career communication applications.

    3. Feedback on tests and assignments delivered via Email and/or Internet; class discussion may be delivered in chat rooms, list-servers, and newsgroups.

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):

4. Course Content

3. Recognize intergenerational communication patterns.

    1. Intergenerational communication and well-being.
    2. Family interaction and older adult well-being.
    3. Improving family communication and family relationships.

4. Analyze the factors of family developmental stresses.

    1. Overview of family change.
    2. Influence of family stages and life course on communication.
    3. Impact of transition between stages on communication.
    4. Family communication and unpredictable stress.
    5. Family communication and unpredictable stress involving older adults.
    6. Unpredictable stress and family coping patterns.
    7. Unpredictable stress and family coping patterns involving older adults.
    8. Communication and specific crises.

5. Gain cultural communication sensitivity toward older adults.

    1. Individualistic cultural and family values towards the elderly.
    2. Collectivistic cultural and family values towards the elderly.

6. Examine modes of effective communication with older adults.

    1. Perceptions of older adults.
    2. Self-concept, self-esteem, and needs of older adults.
    3. Emotions and emotional expressions towards older adults.
    4. Confirming responses towards older adults.
    5. Communicating meaning with older adults.
    6. Conflict resolution with older adults.

7. Understand the principles and stages of validation communication techniques.

    1. The principles of validation.
    2. The four stages of validation.
    3. The communication techniques of validation.

        1. Center.
        2. Observe.
        3. Appropriate distance.
        4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

    1. Appropriate verbal communication techniques.
    2. Appropriate nonverbal communication techniques.

3. Benefits of validation for disoriented older adults.
4. Benefits of validation for professional caregivers.
5. Benefits of validation for families.

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

Matching course component(s):

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

Matching course component(s):

4. Course Content

4. Analyze the factors of family developmental stresses.

   1. Overview of family change.
   2. Influence of family stages and life course on communication.
   3. Impact of transition between stages on communication.
   4. Family communication and unpredictable stress.
   5. Family communication and unpredictable stress involving older adults.
   6. Unpredictable stress and family coping patterns.
   7. Unpredictable stress and family coping patterns involving older adults.
   8. Communication and specific crises.

6. Examine modes of effective communication with older adults.

   1. Perceptions of older adults.
   2. Self-concept, self-esteem, and needs of older adults.
   3. Emotions and emotional expressions towards older adults.
   4. Confirming responses towards older adults.
   5. Communicating meaning with older adults.
   6. Conflict resolution with older adults.

7. Understand the principles and stages of validation communication techniques.

   1. The principles of validation.
   2. The four stages of validation.
   3. The communication techniques of validation.

      1. Center.
      2. Observe.
      3. Appropriate distance.
      4. Empathy.

8. Evaluate the application of validation communication techniques with disoriented older adults.

1. Appropriate verbal communication techniques.
2. Appropriate nonverbal communication techniques.
3. Benefits of validation for disoriented older adults.
4. Benefits of validation for professional caregivers.
5. Benefits of validation for families.

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

Matching course component(s):

4. Course Content

3. Recognize intergenerational communication patterns.

   1. Intergenerational communication and well-being.
   2. Family interaction and older adult well-being.
   3. Improving family communication and family relationships.

5. Gain cultural communication sensitivity toward older adults.

   1. Individualistic cultural and family values towards the elderly.
   2. Collectivistic cultural and family values towards the elderly.

6. Examine modes of effective communication with older adults.

   1. Perceptions of older adults.
   2. Self-concept, self-esteem, and needs of older adults.
   3. Emotions and emotional expressions towards older adults.
   4. Confirming responses towards older adults.
   5. Communicating meaning with older adults.
   6. Conflict resolution with older adults.

8. Evaluate the application of validation communication techniques with disoriented older adults.

   1. Appropriate verbal communication techniques.
   2. Appropriate nonverbal communication techniques.
   3. Benefits of validation for disoriented older adults.
   4. Benefits of validation for professional caregivers.
   5. Benefits of validation for families.

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

Matching course component(s):

4. Course Content

    7. Understand the principles and stages of validation communication techniques.

        1.   The principles of validation.
        2.   The four stages of validation.
        3.   The communication techniques of validation.

            1.   Center.
            2.   Observe.
            3.   Appropriate distance.
            4.   Empathy.

    8. Evaluate the application of validation communication techniques with disoriented older adults.

        1.   Appropriate verbal communication techniques.
        2.   Appropriate nonverbal communication techniques.
        3.   Benefits of validation for disoriented older adults.
        4.   Benefits of validation for professional caregivers.
        5.   Benefits of validation for families.

6. Methods of Evaluation

    1. Regular quizzes and final examination
    2. Written assignments and exercises
    3. On-line discussion
    4. Research project

When taught online these methods may take the form of video, audio, discussion forum, and electronic writing assignments and examinations.

9. Method of Instruction

    1. Lecture, discussion, and learning exercises on family and older adult communication theories utilizing discipline specific language.
    2. Electronic discussions/chat on and demonstration of career communication applications.
    3. Feedback on tests and assignments delivered via Email and/or Internet; class discussion may be

delivered in chat rooms, list-servers, and newsgroups.

Requesting Faculty: Preston Ni   Date: Feb. 11, 2015_

Division Curr Rep: Robert Hartwell and Simon Pennington   Date: Feb. 11, 2015_

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Marnie Francisco, Simon Pennington

Comments:

Recommended for approval by subcommittee on 10/19/15.

Approved: Yes   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 #:   SPANISH 192

Course Title: TRAINING FOR SPANISH TUTORS

Catalog Description:

> Course designed for students who desire training and technical support for tutorial services in Spanish language.

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. <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 campus Learning Center has not been able to provide tutorial services in Spanish for several years. This new tutorial service that we are establishing is being funded by the Language Arts Division with the objective of helping students of elementary Spanish to successfully complete their language requirement.

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.)

> This course addresses the constant need for trained tutors that can help our students succeed in elementary Spanish courses; this course will train advanced students of Spanish as effective tutors in the Learning Center. This tutoring service will enhance transfer students' completion of foreign language requirements and also improve students' Spanish skills for workforce preparation and beyond.

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)

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)

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  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

Division Curriculum Representative: Kella Svetich   **Date:** 12/1/14

Date of Approval by Division Curriculum Committee: **Date: 12/1/14**

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

BSS Division Online Course Quality Standards

(Draft 7/28/15)

Standards:

Indicates regulatory language (either State requirement and/or Academic Senate guidance)

1. <u>**Regular & Effective Contact**</u>
    a. Attendance documentation
        i. ***Faculty must record a weekly academically related activity such as discussion forum posting, online quiz, reflection, assignment, exam, email, field trip, telephone call or electronic communication for each student in an online class. The final must be given during finals week, as with a face to face class.**
    b. Regular and effective contact between faculty and class/students
        i. ***Instructor response time to course-related, student-initiated communication: standard needs to be 24-48 hours M-F under normal circumstances.**
            1. Instructor needs to inform students and provide them an alternative method for resolving issues if instructor will be unavailable and/or non-responsive for more than two days.
        ii. ***Instructor-initiated communication: standard needs to be that the instructor is visibly engaged with the class on a weekly basis and is monitoring and responding to questions and discussion in the course management system.**
            1. ***The course design needs to include a discussion forum (or the equivalent) within the course management system, in which the instructor is visibly present and actively monitoring the discussions at a minimum on a weekly basis.***
            2. Other examples of ways an instructor can be visibly engaged with the class:
                a. Announcements which are substantive, contemporaneous, courteous and appropriate/relevant to the subject matter are sent to students at least once a week.
                b. Instructors foster a student-faculty relationship conducive to learning through the use of communication methods such as:
                    i. Discussion and/or chat forums in Etudes (or the approved Course Management System) with appropriate facilitation and/or substantive instructor participation.
                    ii. Personal communication with students (private messages, email, phone).
                    iii. Individualized and timely feedback of student work.
                    iv. E-Portfolios/Blogs/Wiki for sharing student work in progress with feedback from fellow students and faculty

2. **Faculty Presence in Delivery of Content**
   a. **The instructor's own voice and his/her own original content has to drive and shape the course narrative (content).**
      i. Examples of ways an instructor's own original content can drive and shape the course narrative:
         1. Instructor-authored content in modules in the form of text and images, video, audio, original PPT (*adhering to Foothill's accessibility standards, which can be found at: http://www.foothill.edu/fga/accessibility.php)
         2. Instructor-authored assignments and assessments (e.g. tests & quizzes).
         3. Instructor-authored announcements (see above under regular and effective contact).
         4. Instructor-authored discussion topics and responses.
         5. Avoiding the use of publisher content (e.g. PPT, video, tests and quizzes) without modifying them to include a significant amount of instructor's own material.

3. **Assessment**
   a. **Assessments should clearly evidence a commitment on the part of the instructor to match the curriculum and learning objectives, as well as the instructor's own course content, and provide the students with meaningful feedback in a timely manner.**
   b. **Assessments should clearly evidence a commitment on the part of the instructor to minimize opportunities for cheating and promote academic integrity.**
      i. Examples of ways an instructor can minimize opportunities for cheating and promote academic integrity:
         1. Require frequent assessment activities throughout the duration of the quarter.
         2. Utilize a variety of assessment types, some of which utilize the Course Management System's built-in technology to minimize cheating, such as randomized questions on all exam types and randomized answer order on objective exams.
         3. Require a proctored exam.
         4. Provide students opportunities for self assessment.