

**College Curriculum Committee Meeting Agenda**  
**Tuesday, March 1, 2016**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter
1. Minutes: February 16, 2016	Action	#3/1/16-1	Escoto
2. Announcements	Information		Escoto
a. New Course Proposal		#3/1/16-2	
b. CSU GE Social Sciences		#3/1/16-3	
c. Stand Alone Course Procedure			
3. Consent Calendar	Action		Escoto
a. GE Applications		#3/1/16-4–8	
4. AP Credit for ADT	Discussion	#3/1/16-9–12	Day/Escoto
5. Process for Determining Lower Division Course Credit	2nd Read	#3/1/16-13	Escoto
6. Local General Education - Area I	Discussion	#3/1/16-14	Escoto
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

**Consent Calendar:**

**FH General Education** (attachments #4–8)

- *Area I, Humanities:* CRWR 6, CRWR 39A, CRWR 41A, MUS 11E
- *Area IV, Social & Behavioral Sciences:* PSYC 49

**Attachment List:**

- #3/1/16-1 Draft Minutes: February 16, 2016
- #3/1/16-2 New COR Proposal: D H 356
- #3/1/16-3 Stand Alone Course Procedure
- #3/1/16-9 Assembly Bill No. 1985
- #3/1/16-10 Academic Senate Statements on Reciprocity, Course Substitution, and Credit by Exam
- #3/1/16-11 AP credit example (Government)
- #3/1/16-12 AP credit example (Psychology)
- #3/1/16-13 Credit for Courses Classified Higher Than Lower Division
- #3/1/16-14 General Education Review Request: Area I - Humanities

**2015 -2016 Curriculum Committee Meetings**

Fall 2015 Quarter

~~10/6/15~~  
~~10/20/15~~  
~~11/3/15~~  
~~11/17/15~~  
~~12/1/15~~

Winter 2016 Quarter

~~1/19/16~~  
~~2/2/16~~  
~~2/16/16~~  
~~3/1/16~~  
~~3/15/16~~

Spring 2016 Quarter

~~4/19/16~~  
~~5/3/16~~  
~~5/17/16~~  
~~5/31/16~~  
~~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.

2/1/16 Curriculum Sheet updates for 2016-17.  
 2/15/16 Deadline to submit local GE applications.  
 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), Owen Flannery (KA), 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), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA), Nataly Wijono (ASFC)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2015-16

Meeting Date: 3/1/16Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)
			escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction
			lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

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

Non-Voting Members (3)

<input type="checkbox"/>		7231	Evaluations
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr Coordinator vanattamary@foothill.edu
<input type="checkbox"/>	Nataly Wijono		ASFC

Visitors:

Rachel Solvason, Owen Flannery, Tiffany Rideaux,  
Kurt Hueg

---

College Curriculum Committee  
Meeting Minutes  
Tuesday, February 16, 2016  
2:00 p.m. - 3:30 p.m.  
President's Conference Room

Item	Discussion
1. Minutes: February 2, 2016	Minutes approved as written <b>M/S</b> (Hanning, LaManque) <b>Approved.</b> 1 abstention (Armstrong).
2. Announcements	<b>Speaker: Isaac Escoto</b>
a. Notification of Proposed Requisites	Please share with your constituents.
b. New Course Proposals	<p>The following proposals were presented: CHEM 13A, 13AH, 13B, 13BH, 13C, 13CH. Please share with your constituents.</p> <p>The Chemistry department is continuing to work on the ADT, which has a strict maximum unit allowance. To address this, the department plans to de-couple the units per course in the 12A/B/C series from 6 units to 5 units lecture + 1 unit discussion. Department also plans to separate the lab from 12C—working on ensuring that doing so will still be okay with C-ID. Department noted that UC schools follow this scheduling method. Question as to when courses will be submitted for articulation with UC—these will be new for 2017-18, so will be submitted later this year. Day noted that although students will meet the “letter of the law” by taking 12C without the lab, they might run into trouble when applying for transfer if they do not complete the lab. Concern that it might be difficult for counselors to ensure that students understand that it is in their best interest to complete the lab. Suggestion that a chart noting students’ dependencies on Chemistry curriculum (across campus) may be helpful—similar chart recently provided to Math department. Day noted that many other colleges have had difficulty meeting 90 unit maximum for ADT. Department believes that offering ADT reinforces that Foothill has a strong science department.</p>
c. Open Educational Resources	Current conversation at Academic Senate. Students have come to Senate, requesting help in keeping students’ costs down. Escoto noted that the intent is that discussions happen within divisions to support the idea of OER; no curriculum changes are being requested or required. Please contact your Senator, Escoto, Carolyn Holcroft, or Patrick Morris with any feedback.
d. Stand Alone Form	Follow-up to previous discussion, to clarify that a Stand Alone form is required for a new course if: 1) the course will be permanently Stand Alone, or 2) the course will be made part of a new program (that has not yet been approved by the state). New courses being added to an active, state-approved program do not require Stand Alone form. We will post on the CCC website a clarification on this policy. No changes will be made to the current form.
e. Courses not Taught in 4 Years	As noted in the Policy on Course Currency, a list of courses not taught in four years was sent to Curriculum Reps and Deans via email last Thursday, along with the form that faculty should complete for each course they wish to request to keep active. Forms will need to be discussed

	<p>and approved at the Division CC, and forms for division-approved courses should be forwarded to Vanatta by Curriculum Rep. Note that courses on the list that are not approved by CCC to keep active will automatically be made inactive. Deadline for forms to be submitted to Vanatta is March 10<sup>th</sup>. Counseling noticed courses on list that are ADT requirements; Day noted that if any of these become inactive a change will need to be submitted to the state for the ADT. Request that policy be posted to the CCC website; Vanatta is working on creating a new section of website to post CCC policies, and this will be included. Question as to the timing of departments demonstrating when course will be offered in the future, on petition form. Policy does not explicitly state, and Escoto noted that this will be part of the discussion at CCC when reviewing petitions. Note that the list will be run annually, so any approved course that is not then taught within the next year will be on the list for the following year. Please let us know if you see any course listed which you believe should not be, and please be mindful of courses listed that are ADT requirements.</p>
<p>3. Consent Calendar a. GE Application b. Stand Alone Forms</p>	<p><b>Speaker: Isaac Escoto</b> The following GE application was presented: Area VII - HLTH 20. The following Stand Alone forms were presented: ALTW 219, SPAN 192 (updated from previous submission).</p> <p>Motion to approve <b>M/S</b> (Serna, Evans) <b>Approved</b>. No comments.</p>
<p>4. Credit for Upper Division Coursework</p>	<p><b>Speaker: Isaac Escoto</b> Escoto updated resolution from version shared at previous meeting, to be more inclusive. Changed reference to “upper division” to state, “course content across the curriculum of one college or university,” so that graduate level coursework may also be considered. Question as to how this relates to a student who may want to apply lower division coursework for the upper division GE courses for Dental Hygiene baccalaureate degree; agreement among group that the wording should explicitly state that credit is to be given for lower division coursework only. Escoto asked group if graduate level work should be considered for substitution, and noted that the decision to approve substitution will still be made by discipline faculty on a case-by-case basis. Suggestion to change wording to “higher/greater than lower division,” which broadens the wording and lessens confusion. Escoto will revise and continue discussion at future meeting.</p>
<p>5. Cross-listing Policy</p>	<p><b>Speaker: Isaac Escoto</b> De Anza’s policy shared by Escoto via email, separate from agenda. Policy states that courses must be considered interdisciplinary/multi-disciplinary and that a rationale must be provided for cross-listing. Departments must also provide information regarding minimum qualifications, shared teaching responsibilities, split of load, and shared seat counts.</p> <p>Escoto noted that even in a perfect situation, when all parties are in agreement, we have no policy that states how departments should handle scheduling of cross-listed courses. Asked group for feedback from their constituents and for their experiences when developing cross-listed courses. PSME noted that C S/MATH 18 is a standard course</p>

	<p>across colleges and that if the two courses were separate they could not both be offered due to low total enrollment. Day provided an example of cross-listed courses that incorporate requirements for students in both departments within the shared course outline. Escoto noted that policy should not create any barriers for those who wish to develop cross-listed courses, but that it should help prevent problem situations. Concern mentioned that, over time, faculty who develop cross-listings retire or otherwise stop teaching the course and newer faculty and/or administrators don't realize that courses are cross-listed. Suggestion for a mechanism in Banner or C3MS to alert staff when scheduling a cross-listed course. LaManque noted that we must consider the value to students when creating cross-listed courses.</p> <p>Escoto suggested first step of creating a document that lists everything that should be considered when developing a cross-listed course, and then moving forward with discussion about how such courses should be scheduled and maintained.</p>
6. Local General Education	<p><b>Speaker: Isaac Escoto</b></p> <p>Reminder that one of the topics for this year is whether or not we should better align our local GE pattern with the CSU-GE &amp; IGETC transfer patterns. Escoto displayed local GE pattern, on which he had highlighted the courses that are also on the CSU-GE pattern; similarly, he displayed the CSU-GE pattern, on which he had highlighted courses that are also on our local GE pattern. Before we consider drastic changes for our local pattern, we should be clear on how much overlap there already is between our pattern and the transfer patterns. Just because a course isn't highlighted on the CSU-GE sheet (as also being local GE) doesn't mean that it cannot be a local GE course—could mean that it has not yet been submitted. Counseling asked if we should automatically add a course to our local GE pattern if it is already on a transfer GE pattern, without having to follow our local application process; Escoto noted that this is an important topic to consider in the broader discussion. Example of a course listed for CSU-GE that the division doesn't consider as having enough breadth to be on local GE pattern. Suggestion that the local application process be streamlined for those courses on transfer pattern, or at least faculty informed when a course is approved for CSU-GE/IGETC that is not on local GE, as at times faculty do not realize.</p> <p>Escoto noted that, for accreditation, we must demonstrate that we are evaluating the GE area learning outcomes for each area of our local GE pattern. We must show that we're specifically evaluating what students are supposed to learn for each area; if we adopted policy that transfer GE courses are okay for local GE, we must state how we are still evaluating learning criteria. Simply using the rationale that it was approved by UC/CSU for GE is probably insufficient. Mention that applying for GE can feel like a paperwork-heavy process, and conversation regarding the importance of demonstrating that courses are being thoroughly evaluated for use as general education. Escoto suggested that perhaps our local GE application process should be revisited; concerns shared</p>

	<p>that courses get hung up in the process, for various reasons, which causes frustration. Suggestion that, as a group, we read through all of our current local GE categories and determine whether those courses on CSU-GE list that are not on our local GE fit within them. Suggestion that we determine the differences between our local GE application and UC/CSU requirements and use that to assess courses which are approved for transfer GE but are not on our local GE list. Concern by Escoto that doing so could undermine our own process and result in our having to explain, in accreditation meetings, how courses were given local GE approval. Suggestion that perhaps our application and process is seen as untrusting and rigid; note that other colleges have a rigorous course approval process at the front-end, which allows for a less-rigid GE approval process. Note that before our applications were revised, the criteria were so general that GE subcommittee members had difficulty knowing how to assess courses, which resulted in current forms' explicit nature. Moving forward, CCC will revisit GE criteria and discuss whether or not changes need to be made to criteria and/or how criteria is applied to course applications.</p>
7. Report Out from Division Reps	<b>Speaker: All</b> Moved to next meeting, due to time constraint.
8. Good of the Order	
9. Adjournment	<b>3:38 PM</b>

**Attendees:** Kathy Armstrong (PSME), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Tiffany Rideaux (BSS), Lety Serna (CNSL), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)

**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:** D H 356

**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:** Education Theory, Practice and Administration

**Proposed Catalog Description & Requisites:**

The study of education theories and principles for didactic and clinical courses. The faculty role in active teaching and learning, development of critical thinking and reflective writing, development of curriculum, outcomes and competencies, and course delivery methods. Theory and practices of clinical instruction and supervision, related to psychomotor skill development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation and evaluation based on accreditation standards. Prerequisite: admission to the Dental Hygiene Program.

**Proposed Discipline:** Dental technology

**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, for the degree completion track students (graduates of AS degree program, licensed RDH).

**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. This course will serve many students who are interested in a teaching career. There is a documented shortage of qualified dental hygiene instructors throughout the US. (ADEA 2015 "Responding to the Looming Faculty Shortage in Allied Dental Education").

---

**Instruction Office:**

Date presented at CCC:

Number assigned:

**FOOTHILL COLLEGE**  
**College Curriculum Committee**  
**Stand Alone Course Procedure**

Background

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 Chancellor's Office 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 that there is sufficient need and resources for the course.

Procedure

Stand Alone approval is required only if a course falls into either of two categories:

- 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 be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet approved by the state Chancellor's office.

To request Stand Alone approval, please submit a Stand Alone Approval Request form, which may be found on the [CCC website](#). For more information, please refer to the form or contact your division's Curriculum Reps.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: CRWR 6 Introduction to Creative Writing\_\_\_\_\_

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

**General Education Review Request**  
**AREA I - HUMANITIES**

**Course Number & Title:** CRWR 6 Introduction to Creative Writing \_\_\_\_\_

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

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

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

**Matching course component(s):**

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

**Matching course component(s):**

- b.** Analyze published poetry.
- f.** Analyze published short fiction
- l.** Compare and contrast voices which reflect a diversity of cultural and social milieus.

**Representative Texts**

An anthology that contains poetry and short fiction or two anthologies, each focusing on one of the genres. Suggested anthologies are:

Knorr, Jeff and Tim Schell. A Writer's Country: A Collection of Fiction and Poetry. Upper Saddle River: Prentice Hall, 2000

Oates, Joyce Carol. Telling Stories: An Anthology for Writers. New York: Norton, 1997.

Poulin, A. Jr. and Michael Waters. Contemporary American Poetry. 8th Rev. Ed. Boston: Houghton Mifflin, 2005

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

**Matching course component(s):**

- b.** Analyze published poetry.
- f.** Analyze published short fiction
- l.** Compare and contrast voices which reflect a diversity of cultural and social milieus.

**Representative Texts**

An anthology that contains poetry and short fiction or two anthologies, each focusing on one of the genres. Suggested anthologies are:

Knorr, Jeff and Tim Schell. A Writer's Country: A Collection of Fiction and Poetry. Upper Saddle River: Prentice Hall, 2000

Oates, Joyce Carol. Telling Stories: An Anthology for Writers. New York: Norton, 1997.

Poulin, A. Jr. and Michael Waters. Contemporary American Poetry. 8th Rev. Ed. Boston: Houghton Mifflin, 2005

**Methods of Evaluation**

**General Education Review Request**  
**AREA I - HUMANITIES**

C. Ten analytical responses of at least one page each to assigned published writings

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

**Matching course component(s):**

- b. Analyze published poetry.
- f. Analyze published short fiction
- l. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**Representative Texts**

An anthology that contains poetry and short fiction or two anthologies, each focusing on one of the genres. Suggested anthologies are:

Knorr, Jeff and Tim Schell. *A Writer's Country: A Collection of Fiction and Poetry*. Upper Saddle River: Prentice Hall, 2000

Oates, Joyce Carol. *Telling Stories: An Anthology for Writers*. New York: Norton, 1997.

Poulin, A. Jr. and Michael Waters. *Contemporary American Poetry*. 8th Rev. Ed. Boston: Houghton Mifflin, 2005

**Methods of Evaluation**

C. Ten analytical responses of at least one page each to assigned published writings

**Examples of Required Reading and Writing and Outside of Class Assignments**

- A. Written analysis of published poetry and short fiction.
- B. Composition of original poetry and short fiction.

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

**Matching course component(s):**

- a. Demonstrate understanding of the basic elements of poetry.
- b. Analyze published poetry.
- c. Critique student poetry.
- d. Create original poetry, demonstrating basic elements.
- e. Demonstrate understanding of the basic elements of short fiction.
- f. Analyze published short fiction.
- g. Critique student short fiction.
- h. Create original short fiction, demonstrating basic elements.

**Representative Texts**

A textbook that explains how to write poetry and short fiction. Suggested textbooks are:

Burroway, Janet. *Imaginative Writing: The Elements of Craft*. 3rd Ed. New York: Longman, 2010

Knorr, Jeff and Tim Schell. *Mooring Against the Tide: Writing Fiction and Poetry*. 2nd Ed. Upper Saddle River: Prentice Hall, 2005

Kowitt, Steve. *In the Palm of My Hand: The Poet's Portable Workshop*. Maine: Tilbury Publishers, 1995.

An anthology that contains poetry and short fiction or two anthologies, each focusing on one of the genres. Suggested anthologies are:

**General Education Review Request**  
**AREA I - HUMANITIES**

Knorr, Jeff and Tim Schell. *A Writer's Country: A Collection of Fiction and Poetry*. Upper Saddle River: Prentice Hall, 2000  
Oates, Joyce Carol. *Telling Stories: An Anthology for Writers*. New York: Norton, 1997.  
Poulin, A. Jr. and Michael Waters. *Contemporary American Poetry*. 8th Rev. Ed. Boston: Houghton Mifflin, 2005

Methods of Evaluation

C. Ten analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments

- C. Written analysis of published poetry and short fiction.
- D. Composition of original poetry and short fiction.

**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):**

- a. Demonstrate understanding of the basic elements of poetry.
- b. Analyze published poetry.
- c. Critique student poetry.
- d. Create original poetry, demonstrating basic elements.
- e. Demonstrate understanding of the basic elements of short fiction.
- f. Analyze published short fiction.
- g. Critique student short fiction.
- h. Create original short fiction, demonstrating basic elements.
- i. Participate effectively in a workshop setting.
- j. Revise original poetry and short fiction based on workshop critiques.
- k. Produce self-analyses of poetry and short fiction.
- l. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Methods of Evaluation

C. Ten analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments

- A. Written analysis of published poetry and short fiction.

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

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

**Matching course component(s):**

- A. Demonstrate understanding of the basic elements of poetry

**2. Content**

- a. **Sound: Meter and rhythm, consonance and assonance, repetition and rhyme**
- b. **Figures of speech: simile and metaphor**
- c. **Imagery**

**General Education Review Request**  
**AREA I - HUMANITIES**

**d. Tone**

**E.** Demonstrate understanding of the basic elements of short fiction.

2. Content

- a. character
- b. conflict
- c. dialogue
- d. setting
- e. tone

**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):**

- A. Demonstrate understanding of the basic elements of poetry
- B. Analyze published poetry
- C. Critique student poetry
- E. Demonstrate understanding of the basic elements of short fiction.
- F. Analyze published short fiction.
- G. Critique student short fiction.
- L. Compare and contrast voices which reflect a diversity of cultural and social milieus.

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

**Matching course component(s):**

- L. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**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):**

- A. Demonstrate understanding of the basic elements of poetry
- B. Analyze published poetry
- C. Critique student poetry
- D. Create original poetry demonstrating elements
- E. Demonstrate understanding of the basic elements of short fiction.
- F. Analyze published short fiction.
- G. Critique student short fiction.
- H. Create original short fiction, demonstrating basic elements.
- I. Apply suggestions in the revision of original writing

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

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

**Matching course component(s):**

**General Education Review Request**  
**AREA I - HUMANITIES**

- B. Analyze published poetry
- C. Critique student poetry
- F. Analyze published short fiction.
- G. Critique student short fiction.
- I. Participate effectively in a workshop setting.
- K. Produce self-analyses of poetry and short fiction.
- L. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**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):**

**B. Analyze published poetry**

- 1. Identify significant elements
- 2. Determine how these elements contribute to the poet's purpose.

**C. Critique student poetry**

- 1. Identify significant elements
- 2. Determine how these elements contribute to poet's intended purpose
- 3. Offer critical suggestions about how poet can accomplish purpose via revision

**F. Analyze published short fiction**

- 1. identify significant elements
- 2. determine how these elements contribute to writer's purpose

**G. Critique student short fiction**

- 1. identify significant elements
- 2. determine how elements contribute to writer's intended purpose
- 3. offer critical suggestions about how writer can accomplish intended purpose via revision

**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):**

**B. Analyze published poetry**

**F. Analyze published short fiction**

**L. Compare and contrast voices which reflect a diversity of cultural and social milieus.**

**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):**

**General Education Review Request**  
**AREA I - HUMANITIES**

Requesting Faculty: Lesley Dauer\_\_\_\_\_ Date: February 11, 2016\_\_\_\_

Division Curr Rep: Valerie Fong, LACC Approved Date: February 15, 2016

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Jones, Kay Thornton
--

Comments:

Recommended for approval by subcommittee on 2/22/16
---

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: CRWR 39A Introduction to Short Fiction \_\_\_\_\_

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

**General Education Review Request**  
**AREA I - HUMANITIES**

**Course Number & Title:** CRWR 39A Introduction to Short Fiction \_\_\_\_\_

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

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

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

**Matching course component(s):**

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

**Matching course component(s):**

B. Analyze published short fiction.

H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Representative Texts

Burroughway, Janet and Elizabeth Stucky-French. Writing Fiction. Boston: Pearson, 2007.

Hills, Rust. Writing in General and the Short Story on Particular. Boston: Houghton Mifflin, 2000.

Mills, Mark. Crafting the Very Short Story: An Anthology of 100 Masterpieces. Boston: Pearson, 2003.

Shepard and Thomas. Sudden Fiction. Utah: Gibbs-Smith, 1986.

Methods of Evaluation

Five analytical responses of at least one page each to assigned published writings

Examples of Required Reading and Writing and Outside of Class Assignments

A. Read a text of short fiction, which includes instruction on craft

**B.** Written analysis of published short fiction

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

**Matching course component(s):**

B. Analyze published short fiction.

H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Representative Texts

Burroughway, Janet and Elizabeth Stucky-French. Writing Fiction. Boston: Pearson, 2007.

Hills, Rust. Writing in General and the Short Story on Particular. Boston: Houghton Mifflin, 2000.

Mills, Mark. Crafting the Very Short Story: An Anthology of 100 Masterpieces. Boston: Pearson, 2003.

Shepard and Thomas. Sudden Fiction. Utah: Gibbs-Smith, 1986.

Methods of Evaluation

Five analytical responses of at least one page each to assigned published writings

**General Education Review Request**  
**AREA I - HUMANITIES**

Examples of Required Reading and Writing and Outside of Class Assignments

- A. Read a text of short fiction, which includes instruction on craft
- Written analysis of published short fiction

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

**Matching course component(s):**

- B. Analyze published short fiction.
- H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

Representative Texts

Burroughway, Janet and Elizabeth Stucky-French. Writing Fiction. Boston: Pearson, 2007.  
Hills, Rust. Writing in General and the Short Story on Particular. Boston: Houghton Mifflin, 2000.  
Mills, Mark. Crafting the Very Short Story: An Anthology of 100 Masterpieces. Boston: Pearson, 2003.  
Shepard and Thomas. Sudden Fiction. Utah: Gibbs-Smith, 1986.

Methods of Evaluation

- C. Five analytical responses of at least one page each to assigned published writings
- D. A two-page short story analysis for class presentation

Examples of Required Reading and Writing and Outside of Class Assignments

- A. Read a text of short fiction, which includes instruction on craft
- Written analysis of published short fiction

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

**Matching course component(s):**

- A. Demonstrate an understanding of elements of short fiction.
- B. Analyze published short fiction
  - 1. Identify significant elements
  - 2. Determine how these elements contribute to the short fiction writer's purpose
- C. Critique short fiction by students
- D. Create original short fiction

Representative Texts

Burroughway, Janet and Elizabeth Stucky-French. Writing Fiction. Boston: Pearson, 2007.  
Hills, Rust. Writing in General and the Short Story on Particular. Boston: Houghton Mifflin, 2000.  
Mills, Mark. Crafting the Very Short Story: An Anthology of 100 Masterpieces. Boston: Pearson, 2003.  
Shepard and Thomas. Sudden Fiction. Utah: Gibbs-Smith, 1986.

Methods of Evaluation

- A. Participation in workshop discussions
- B. Production of written critiques of student work
- C. Five analytical responses of at least one page each to assigned published writings
- D. In class writing exercises
- E. A minimum of fifteen pages of short fiction
- F. A two-page short story analysis for class presentation

**General Education Review Request**  
**AREA I - HUMANITIES**

- G. Revision of original work
- H. Portfolio Review of at least two pages
- I. Quality of original work

**Examples of Required Reading and Writing and Outside of Class Assignments**

- A. Read a text of short fiction, which includes instruction on craft
- B. Written analysis of published short fiction
- C. Composition of original short fiction

**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):**

- A. Demonstrate an understanding of elements of short fiction.
- B. Analyze published short fiction.
- C. Critique short fiction by students.
- D. Create original short fiction, demonstrating elements.
- F. Revise original short fiction based on workshop critiques, lecture, and conference.
- G. Produce self-analyses of short fiction.
- H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**Methods of Evaluation**

- J. Participation in workshop discussions
- K. Production of written critiques of student work
- L. Five analytical responses of at least one page each to assigned published writings
- M. In class writing exercises
- N. A minimum of fifteen pages of short fiction
- O. A two-page short story analysis for class presentation
- P. Revision of original work
- Q. Portfolio Review of at least two pages
- R. Quality of original work

**Examples of Required Reading and Writing and Outside of Class Assignments**

- D. Read a text of short fiction, which includes instruction on craft
- E. Written analysis of published short fiction

**Composition of original short fiction**

**Methods of Instruction**

- A. Lecture presentations and classroom discussion on the craft of short fiction
- B. Cooperative learning exercises, oral presentations
- C. Workshop student short fiction assignments as a group

**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):**

- A. Demonstrate an understanding of elements of short fiction.
  - 1. Form
    - a. Plot and structure

**General Education Review Request**  
**AREA I - HUMANITIES**

- b. Point of view
- c. Setting
- d. Character
- e. dialogue
- 2. Content
  - a. Theme
  - b. Irony and Symbol
  - c. Tone
  - d. Figures of Speech: simile and metaphor
  - e. narration
  - f. description

**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):**

- A. Demonstrate an understanding of elements of short fiction.
- B. Analyze published short fiction.
- C. Critique short fiction by students.
- H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

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

**Matching course component(s):**

- H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**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):**

- A. Demonstrate an understanding of elements of short fiction.
- B. Analyze published short fiction.
- C. Critique short fiction by students.
- D. Create original short fiction, demonstrating elements
- F. Revise original short fiction based on workshop critiques, lecture, and conference.

**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):**

- C. Critique short fiction by students.
- H. Compare and contrast voices which reflect a diversity of cultural and social milieus

**General Education Review Request**  
**AREA I - HUMANITIES**

**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):**

B. Analyze published short fiction

1. Identify significant elements

2. Determine how these elements contribute to the short fiction writer's purpose

C. Critique short fiction by students

1. Identify significant elements

2. Determine how these elements contribute to the short fiction writer's intended purpose

3. Offer critical suggestions about how short fiction writers can accomplish purpose through revision

G. Produce self-analyses of short fiction.

**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):**

B. Analyze published short fiction.

H. Compare and contrast voices which reflect a diversity of cultural and social milieus.

**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: Lesley Dauer \_\_\_\_\_ Date: February 11, 2016 \_\_\_\_\_

Division Curr Rep: Valerie Fong, LACC Approved \_\_\_\_\_ Date: February 15, 2016 \_\_\_\_\_

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Jones, Kay Thornton

**General Education Review Request**  
**AREA I - HUMANITIES**

Comments:

Recommended for approval by subcommittee on 2/22/16

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: CRWR 41A Poetry Writing

---

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: CRWR 41A Poetry Writing \_\_\_\_\_

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

### Depth Map: Must include the following:

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

#### Matching course component(s):

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

#### Matching course component(s):

**B.** analyze Master Poets

**F.** compare and contrast voices, which reflect a diversity of cultural and social milieus

#### Examples of Required Reading and Writing and Outside of Class Assignments

Read a text of poetry, which includes instruction on craft

Written analysis of published poetry

#### Methods of Evaluation

Five analytical responses of one to two pages each to assigned published writings

Two-page poetry critical-thinking analysis of a master writer.

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

#### Matching course component(s):

**B.** analyze Master Poets

**F.** compare and contrast voices, which reflect a diversity of cultural and social milieus

#### Examples of Required Reading and Writing and Outside of Class Assignments

Read a text of poetry, which includes instruction on craft

Written analysis of published poetry

#### Methods of Evaluation

Five analytical responses of one to two pages each to assigned published writings

Two-page poetry critical-thinking analysis of a master writer.

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

#### Matching course component(s):

**B.** analyze Master Poets

**F.** compare and contrast voices, which reflect a diversity of cultural and social milieus

#### Examples of Required Reading and Writing and Outside of Class Assignments

Read a text of poetry, which includes instruction on craft

Written analysis of published poetry

**General Education Review Request**  
**AREA I - HUMANITIES**

**Methods of Evaluation**

Five analytical responses of one to two pages each to assigned published writings  
Two-page poetry critical-thinking analysis of a master writer.

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

**Matching course component(s):**

- A. demonstrate understanding of the elements of poetry
- B. analyze Master Poets
  - 1. Distinguish between traditional and modern use of figurative language
  - 2. Determine how these elements contribute to poet's purpose
  - 3. Evaluate and contrast contemporary standards for publication
- C. critique student poetry
- D. create original poetry, demonstrating elements
- G. compose critical thinking analysis explications demonstrating appropriate academic language

**Methods of Evaluation**

Participation in workshop discussion  
Production of written critiques of student work  
Five analytical responses of one to two pages each to assigned published writings  
In-class and out of class creative writing exercises.  
Complete eight to ten poems  
Two-page poetry critical-thinking analysis of a master writer.  
Revision of original work  
Portfolio Review of at least two pages.  
Quality of original work

**Representative Text(s)**

Boisseau, Michelle. Writing Poems. Boston: Longman, 2011.  
Sellers, Heather. The Practice of Creative Writing. Boston: Bedford St. Martin's, 2012.  
Wainwright, Jefferey. Poetry: The Basics. New York: Routledge, 2011

**Method of Instruction –**

- A. Lecture presentation and classroom discussion on the craft of short fiction
- B. Cooperative learning exercises, oral presentations
- C. Workshop student short fiction assignments as a group

**Examples of Required Reading and Writing and Outside of Class Assignments**

Read a text of poetry, which includes instruction on craft  
Written analysis of published poetry  
Composition of original poetry

**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.**

- A. demonstrate understanding of the elements of poetry

**General Education Review Request**  
**AREA I - HUMANITIES**

- B. analyze Master Poets
- C. critique student poetry
- D. create original poetry, demonstrating elements
- E. revise original poetry based on workshop critiques
- F. compare and contrast voices, which reflect a diversity of cultural and social milieus
- G. compose critical thinking analysis explications demonstrating appropriate academic Language
- H. complete a portfolio

**Methods of Evaluation**

Participation in workshop discussion

Production of written critiques of student work

Five analytical responses of one to two pages each to assigned published writings

Two-page poetry critical-thinking analysis of a master writer.

**Method of Instruction –**

A. Lecture presentation and classroom discussion on the craft of short fiction

**Examples of Required Reading and Writing and Outside of Class Assignments**

Read a text of poetry, which includes instruction on craft

Written analysis of published poetry

**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):**

- A. demonstrate understanding of the elements of poetry
  - 1. Figurative language, including metaphor, simile, symbolism, et al.

**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):**

- A. demonstrate understanding of the elements of poetry
- B. analyze Master Poets
- C. critique student poetry
- F. compare and contrast voices, which reflect a diversity of cultural and social milieus
- G. compose critical thinking analysis explications demonstrating appropriate academic language

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

**Matching course component(s):**

- F. compare and contrast voices, which reflect a diversity of cultural and social milieus

**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):**

**General Education Review Request**  
**AREA I - HUMANITIES**

- A. demonstrate understanding of the elements of poetry
- B. analyze Master Poets
- C. critique student poetry
- D. create original poetry, demonstrating elements
- E. revise original poetry based on workshop critiques
- G. compose critical thinking analysis explications demonstrating appropriate academic language

**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):**

- c. critique student poetry
- f. compare and contrast voices, which reflect a diversity of cultural and social milieus
- g. compose critical thinking analysis explications demonstrating appropriate academic language

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

**Matching course component(s):**

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

**Matching course component(s):**

- c. critique student poetry
  - 1. Analysis of peer writing
  - 2. Critical feedback
  - 3. Mutual sense of purpose
  - 4. Editing and self-editing skills
- g. compose critical thinking analysis explications demonstrating appropriate academic language

**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):**

- B. analyze Master Poets
- F. compare and contrast voices, which reflect a diversity of cultural and social milieus

**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):**

**General Education Review Request**  
**AREA I - HUMANITIES**

Requesting Faculty: Lesley Dauer\_\_\_\_\_ Date: 2-11-16\_\_\_\_\_

Division Curr Rep: Valerie Fong, LACC Approved\_\_\_\_\_ Date: February 15, 2016

---

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Jones, Kay Thornton

Comments:

Recommended for approval by subcommittee on 2/22/16

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

# General Education Review Request

## AREA I - HUMANITIES

### Course Number & Title: MUS 11E - History of Electronic Music 1970 to Present

#### Breadth Criteria:

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

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

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

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

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

#### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

**General Education Review Request**  
**AREA I - HUMANITIES**

**Course Number & Title: MUS 11E - History of Electronic Music 1970 to Present**

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

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

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

**Matching course component(s):**

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

**General Education Review Request**  
**AREA I - HUMANITIES**

**Matching course component(s):**

**2. Course Objectives:**

1. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.
2. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**4. Course Content**

**A. Electronic Musical Instruments in the 1970s**

1. The first wave of consumer synthesizer
2. Analog modular synthesis
3. Early digital synthesis

**B. Electronic Music in the 1970s**

1. Top 40 and Disco
2. Progressive Rock and Jazz/Fusion
3. "Switched-On" and "Space" music

**C. Electronic Musical Instruments in the 1980s**

1. MIDI and affordable digital synthesis
2. Home computers and pre-production
3. Drum machines and sequencing

**D. Electronic Music in the 1980s**

1. Technopop and Rave
2. Hip-hop
3. New Age and Ambient

**E. Electronic Musical Instruments in the 1990s**

1. Workstations
2. Digital Audio Recording
3. Sampling

**F. Electronic Music in the 1990s**

1. Industrial and Digital Hardcore
2. IDM (Intelligent Dance Music)
3. Grunge, Nu-Metal and "Invisible Digital" Production

**General Education Review Request**  
**AREA I - HUMANITIES**

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

**Matching course component(s):**

**10. Lab Content:**

1. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

**2. Course Objectives**

A. Describe and discuss the history of electronic music from 1970 to the present.

**1. Course Description:**

Explore the emergence of electronic music styles, instruments and recording techniques as dominant forces in the music world of the late 20th and early 21st centuries. Widespread incorporation of electronic instruments in recorded music, television, film and live performance. Development and popularization of portable music synthesizers. Emergence of new musical styles including ambient, techno and trance. The effect of advances in computer technology on the creation, recording and performance of electronic music. Comparison of analog and digital music synthesis techniques. In addition, students will analyze historically significant works of the time period, ranging from academic experiments to popular hits.

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

**Matching course component(s):**

**2. Course Objectives:**

A. Describe and discuss the history of electronic music from 1970 to the present.

B. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.

C. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**10. Lab Content:**

A. In-depth, guided listening to music examples.

B. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

**11. Methods of Evaluation**

B. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.

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

**General Education Review Request**  
**AREA I - HUMANITIES**

**Matching course component(s):**

**2. Course Objectives:**

- A. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.

**6. Methods of Evaluation**

C. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

**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. Course Description**

.....Comparison of analog and digital music synthesis techniques. In addition, students will analyze historically significant works of the time period, ranging from academic experiments to popular hits.

**2. Course Objectives**

- A. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.
- B. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**6. Methods of Evaluation**

- C. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
- D. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

**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;

## General Education Review Request

### AREA I - HUMANITIES

**Matching course component(s):**

**2. Course Objectives**

- A. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.
- B. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**6. Methods of Evaluation**

- C. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
- D. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

**10. Lab Content**

- E. In-depth, guided listening to music examples.
- F. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

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

**Matching course component(s):**

**2. Course Objectives**

- A. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**1. Course Description**

.....In addition, students will analyze historically significant works of the time period, ranging from academic experiments to popular hits.

**10. Lab Content**

- B. In-depth, guided listening to music examples.
- C. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

**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.**

## General Education Review Request

### AREA I - HUMANITIES

#### Matching course component(s):

##### 2. Course Objectives

- A. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.
- B. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

##### 6. Methods of Evaluation

- C. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
- D. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

##### 10. Lab Content

- B. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

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

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

#### Matching course component(s):

##### 6. Methods of Evaluation

A. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.

B. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

##### 2. Course Objectives

- A. Describe and discuss the history of electronic music from 1970 to the present.

##### 10. Lab Content

- A. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

**B2.** Computation (application of mathematical concepts, and/or using principles of data collection and analysis 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. Course Objectives**

- A. Analyze electronic music instruments and synthesis techniques and their effect on musical content and aesthetics from 1970 to the present.
- B. Identify electronic music styles, instruments and synthesis techniques utilized in music production from 1970 to the present.

**6. Methods of Evaluation**

- C. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
- D. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

**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):**

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

**Matching course component(s):**

**6. Methods of Evaluation**

- A. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or concert reviews.
- B. Final Examination or Comprehensive Project: in-depth analysis of an electronic musician including biography focusing on influences, analysis of music example for structural characteristics, personal impact, interpretation of lyrics, etc.

**10. Lab content**

- C. In-depth, guided listening to music examples.
- D. Additional opportunities are provided through critical analysis of live concerts, films and documentaries.

Requesting Faculty: Ed Goldfarb

Division Curr Rep: 

Date: December 1st, 2015

Date: December 11, 2015

**General Education Review Request  
AREA I - HUMANITIES**

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Jones, Kay Thornton

Comments:

Approved after changes made to COR

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

## General Education Review Request

### AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: Psyc 49 Human Sexuality

---

#### **Breadth Criteria:**

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

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

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

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

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

#### **Depth Criteria for Area IV-Social & Behavioral Sciences:**

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

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

**Course Number & Title:** Psyc 49 Human Sexuality

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

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

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

**Matching course component(s):**

**Course Learning Objectives:**

The student will be able to:

- A. Approach sexual relations in an informed, understanding, sensitive manner.
- B. Understand the historical attitudinal development of sexuality, the cultural and comparative differences, gender identity and early socialization.
- H. Understand and apply thoughtful knowledge of and sensitivity to practices/problems/opportunities of the following behavioral range: abortion, adoption, planned parenthood, prenatal drug and alcohol damage, unwanted children, pre-marital sex.
- J. Understand current law, judicial process, trends regarding sexual behavior

**Course Content:**

**Introduction**

- 1. Cross-cultural comparisons of sexual behavior

**Gender and Sexual Orientation**

- 1. Cultural and social aspects of gender role
  - . Role of the media and culture
- a. Theories of socialization
- 2. Gender identity
  - . Male/female
- a. Social and cultural constructs of gender identity
- 3. Gender variants
  - . Transgenderism causes and experiences
- a. Social and cultural construction of the concepts of sexual orientation
- b. Causes and experiences of individuals gay, lesbian, and straight individuals
  - c. History of homosexuality and attitudes towards GLBT communities and individuals

**Legal Issues**

- 1. Prostitution and Other Sex Work
  - . Definition and types of prostitution
- a. Characteristics of prostitutes
- b. Characteristics of the customers of prostitutes

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

c. Legality of prostitution

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

**Matching course component(s):**

**Course Learning Objectives**

D. challenge myths and fallacies from a research base.

E. evaluate theories of sexual gender, identity, function and dysfunction.

**Course Content**

• Introduction

1. Cross-cultural comparisons of sexual behavior

2. Historical comparisons of sexual attitudes and behavior

3. Research method

. Survey

a. Correlation

b. Case study

c. Direction observation

d. Experimental

**Methods of Evaluation -**

May include, but not limited to:

A. Multiple choice quizzes

B. Essay exams

C. Research papers

D. Summaries and analysis of primary source research articles

E. Personal reaction papers

F. Problem-solving exercises

G. Midterms

H. Final exams

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

**Matching course component(s):**

**Course Learning Objectives**

D. challenge myths and fallacies from a research base.

F. understand basic psychological research methodology and its effect on sexual behavior.

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

**Course Content**

1. Research methods
  - . Survey
  - a. Correlation
  - b. Case study
  - c. Direction observation
  - d. Experimental

**Methods of Evaluation -**

- I. Research papers
- J. Summaries and analysis of primary source research articles

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

**S4.** Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

**Matching course component(s):**

**Course Objectives**

- b. understand the historical attitudinal development of sexuality, the cultural and comparative differences, gender identity and early socialization.

**Course Content**

- Gender and Sexual Orientation

1. Cultural and social aspects of gender role
  - . Development during childhood
  - a. Role of the media and culture
  - b. Theories of socialization
2. Gender identity
  - . Male/female
  - a. Social and cultural constructs of gender identity
3. Gender variants
  - . Transgenderism, causes and experiences
  - a. Intersexed individuals, causes and experiences
4. Sexual orientation
  - . Social and cultural construction of the concepts of sexual orientation
  - a. Causes and experiences of individuals gay, lesbian, and straight individuals
  - b. History of homosexuality and attitudes towards GLBT communities and individuals

**Methods of Evaluation -**

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

K. Personal reaction papers

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

**Matching course component(s):**

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

**Matching course component(s):**

**S7.** Analyze the relationship of business and economic activities to the functioning of society as a whole;

**Matching course objective(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**Course Content**

- Gender and Sexual Orientation

- 1. Gender identity
  - . Male/female
  - a. Social and cultural constructs of gender identity
- 2. Gender variants
  - . Transgenderism ,Äi causes and experiences
  - a. Intersexed individuals ,Äi causes and experiences
- 3. Sexual orientation
  - . Definition
  - a. Social and cultural construction of the concepts of sexual orientation
  - b. Causes and experiences of individuals gay, lesbian, and straight individuals
  - c. History of homosexuality and attitudes towards GLBT communities and individuals

- Sexual Victimization

- 1. Rape
  - a. Rape statistics
  - b. Characteristics of rapists
  - c. Date rape and sexual coercion
  - d. Rape in marriage
  - e. Gang rape
  - f. Rape myths
  - g. Reactions to rape
- 2. Sexual Harassment
  - . Causes of sexual harassment

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

- a. How to deal with sexual harassment
  - Legal Issues
    - 1. Pornography
      - a. Effects of pornography
      - b. Effects of violent and degrading sexually explicit material
    - 2. Prostitution and Other Sex Work
      - . Definition and types of prostitution
      - a. Characteristics of prostitutes
      - b. Characteristics of the customers of prostitutes
      - c. Legality of prostitution

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

**Matching course component(s):**

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

**Matching course component(s):**

**Course Content**

- Sexual Problems, Therapy, and Communication
  - 1. Relationship conflicts
  - 2. Male sexual problems
  - 3. Female sexual problems
  - 4. Therapy techniques
  - 5. Elements of ineffective and effective communication
- Sexual Victimization
  - 1. Rape
    - a. Rape statistics
    - b. Characteristics of rapists
    - c. Date rape and sexual coercion
    - d. Rape in marriage
    - e. Gang rape
    - f. Rape myths
    - g. Reactions to rape
  - 2. Sexual Harassment
    - . Causes of sexual harassment
    - a. How to deal with sexual harassment
  - 3. Sexual abuse of children
    - . Characteristics of people who molest children
    - a. Child pornography

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

- b. Effect of abuse on the children
  - Legal Issues
    - 1. Pornography
      - a. Effects of pornography
      - b. Effects of violent and degrading sexually explicit material
    - 2. Prostitution and Other Sex Work
      - . Definition and types of prostitution
      - a. Characteristics of prostitutes
      - b. Characteristics of the customers of prostitutes
      - c. Legality of prostitution

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

**Matching course component(s):**

**Course Content**

- Biological aspects of human sexuality
  - 1. Male and female sexual and reproductive anatomy
    - a. Internal and external structures
  - 2. Hormones and the endocrine system
    - . Men and women
  - 3. Four stages and descriptions of the menstrual cycle
    - . Experiences and hormonal activity
  - 4. Variations in women's menstrual cycles
    - . physiological
    - a. psychologically
  - 5. Menstrual problems
  - 6. Cultural beliefs about menstruation
  - 7. Male and female sexual response cycles
    - . Master's and Johnson's model
  - 8. Definitions of orgasms and the differences between men's and women's organs
  - 9. Sexually Transmitted Infections
    - . Causes, symptoms, treatments, testing options

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

**Matching course component(s):**

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

**Matching course component(s):**

- Sexual Problems, Therapy, and Communication

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

1. Relationship conflicts
2. Male sexual problems
3. Female sexual problems
4. Therapy techniques
5. Elements of ineffective and effective communication

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

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

**Matching course component(s):**

**Methods of Evaluation -**

May include, but not limited to:

- L. Multiple choice quizzes
- M. Essay exams
- N. Research papers
- O. Summaries and analysis of primary source research articles
- P. Personal reaction papers
- Q. Problem-solving exercises
- R. Midterms
- S. Final exams

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

**Matching course component(s):**

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

**Matching course component(s):**

**Methods of Evaluation -**

- A. Essay exams
- B. Research papers
- C. Summaries and analysis of primary source research articles
- D. Personal reaction papers

**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):**

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

**Course Learning Objectives**

- A. Approach sexual relations in an informed, understanding, sensitive manner.
- B. Understand the historical attitudinal development of sexuality, the cultural and comparative differences, gender identity and early socialization.

**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):**

**Methods of Evaluation**

- B. Research papers

Requesting Faculty: Ben Stefoni \_\_\_\_\_ Date: \_\_\_\_\_

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

---

**REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Roseann Berg, Kimberly Lane, Kay Thornton

Comments:

Recommended for approval by subcommittee 2/23/16

Approved: ☒ Denied: \_\_\_\_\_ CCC Co-Chair Signature: \_\_\_\_\_ Date: 2/23/16

**ASSEMBLY BILL**

**No. 1985**

---

**Introduced by Assembly Member Williams**

February 16, 2016

---

An act to add Article 9 (commencing with Section 79500) to Chapter 9 of Part 48 of Division 7 of Title 3 of the Education Code, relating to Advanced Placement credit.

LEGISLATIVE COUNSEL'S DIGEST

AB 1985, as introduced, Williams. Postsecondary education.

Existing law requires the Board of Governors of the California Community Colleges, the Regents of the University of California, and the Trustees of the California State University, with appropriate consultation with the Academic Senates of the respective segments, to jointly develop, maintain, and disseminate a shared core curriculum in general education courses for the purposes of transfer.

This bill would require the California Community Colleges to develop, and each community college district to adopt, a uniform policy to award a pupil who passes an Advanced Placement exam with a score of 3 or higher credit for a course within this curriculum with subject matter similar to that of the Advanced Placement exam.

To the extent that this bill would impose new duties on community college districts, it would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state,

reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: yes.

*The people of the State of California do enact as follows:*

1 SECTION 1. Article 9 (commencing with Section 79500) is  
2 added to Chapter 9 of Part 48 of Division 7 of Title 3 of the  
3 Education Code, to read:

4  
5 Article 9. Advanced Placement Credit  
6

7 79500. (a) It is the intent of the Legislature to establish a  
8 uniform Advanced Placement (AP) credit policy within the  
9 California Community Colleges.

10 (b) Studies consistently find that pupils who earn AP Exam  
11 scores of three and higher are likely to demonstrate multiple  
12 measures of college success.

13 (c) The lack of a uniform AP credit policy often serves as an  
14 academic and financial barrier for students enrolling in California  
15 Community Colleges and is a transfer obstacle for many pupils.

16 79501. The California Community Colleges shall develop, and  
17 each community college district shall adopt, a uniform policy to  
18 award a pupil who passes an Advanced Placement exam with a  
19 score of three or higher credit for a California Intersegmental  
20 General Education Transfer Curriculum course with subject matter  
21 similar to that of the Advanced Placement exam.

22 SEC. 2. If the Commission on State Mandates determines that  
23 this act contains costs mandated by the state, reimbursement to  
24 local agencies and school districts for those costs shall be made  
25 pursuant to Part 7 (commencing with Section 17500) of Division  
26 4 of Title 2 of the Government Code.

Academic Senate Statements on  
**Reciprocity, Course Substitution, and Credit by Exam—in light of  
AA-T and AS-T degrees**  
September 2013

**Substitution and Reciprocity**

The passage of SB 1440 (Padilla, 2010) and the resulting faculty-designed Transfer Model Curriculum (TMC) system have altered the way colleges operate. Today, a higher level of coordination exists across the community colleges and with the universities. This new system affects traditional practices regarding course substitutions and reciprocity.

In the interest of best serving students and establishing an efficient transfer route, the Academic Senate for California Community Colleges (ASCCC) encourages colleges to apply courses successfully completed as part of a TMC-aligned degree at one college for requirements within their own degrees to the greatest extent deemed possible and reasonable (See ASCCC resolution 15.01 Spring 2011). While course substitution decisions remain a matter of local control, students often earn credit at multiple colleges during the course of their academic careers and, therefore, are best served when courses that are taken in good faith as part of a TMC-aligned degree at one college are accepted as part of a TMC-aligned degree at other colleges. Therefore, **the ASCCC strongly urges community colleges to establish policies to allow and encourage acceptance of the courses students have taken at other colleges in a TMC-aligned degree.** While the C-ID system establishes course-to-course reciprocity, where C-ID descriptors are not in place and/or where the substitution does not involve deeming two courses comparable, substitution decisions must be informed by the judgment of discipline faculty. When an AA-T or AS-T is being conferred any substitutions made must result in the awarding of a degree that is consistent with the parameters defined by the TMC.

This recommendation is in the spirit of SB 1440 and the TMC-based statewide solution that faculty developed in response to SB 1440. The ideal case is for colleges and universities to widely accept the courses identified in the TMC and contained within TMC-aligned degrees. The TMC process establishes a transfer pathway that is based on the package of courses that comprise a TMC-aligned degree. Furthermore, the C-ID system identifies course content and standards, and most courses specifically identified and required in TMCs have or will soon have C-ID descriptors.

**Example:** The TMC for psychology includes three courses in List A: Introduction to Biology, Human Biology, and Introduction to Biological Psychology. Students are required to complete one of these three courses. College X may choose to allow all three of these List A options in their local psychology AA-T degree. However, College Y might decide that Human Biology is necessary for all students and thus might eliminate the other two List A options. A student who took Introduction to Biology at College X, expecting that course to fulfill the List A requirement, but who then enrolled at College Y to complete the associate degree for transfer would have taken a course not included or not fulfilling the same requirements in the local AA-T for psychology at College Y. In such a case, because the student has acted in good faith and the course taken falls within the requirements of the TMC, the ASCCC (and the language of SB 1440) would strongly encourage College Y to accept Introduction to Biology as fulfilling the List A requirement or, at the least, to accept the Introduction to Biology course as fulfilling a List B or C requirement as is allowed by the TMC.

Every TMC (and every discipline) is different, so the extent to which courses can be moved between lists is dependent upon the parameters defined in the individual TMC. The Psychology TMC offers maximum flexibility, permitting any course in the first list of options to be used in one of the later lists, but other TMCs may not permit the same level of flexibility. The Early Childhood Education TMC, for example, specifies all courses in the TMC without options, allowing no substitutions or local variations. Many

TMCs fall somewhere between these extremes, allowing flexibility in some areas but not in all. While the ASCCC encourages course reciprocity and substitution where possible and reasonable, substitutions should only be made in instances where the TMC allows flexibility, as the local AA-T or AS-T degree awarded must remain consistent with parameters of the TMC for the specific discipline.

Local policies and practices may need to be revisited in light of the TMC system; senates and curriculum committees should lead such discussions, ensuring that discipline faculty are responsible for making decisions regarding course substitutions within the TMC-aligned degree requirements. While existing practices may permit colleges to substitute (or not) in any way they choose, for the sake of the TMC system and in the spirit of SB 1440, **the ASCCC urges colleges to allow all reasonable course substitutions that are consistent with the parameters of the TMCs.**

Once all the specifically identified and required courses in TMCs have C-ID descriptors, all colleges have their courses approved in C-ID, and colleges use E-transcripts, the identification of comparable courses will be much simpler. The complicated aspect of reciprocity will continue to be the substitution of non-comparable courses when permitted by the parameters of the TMC. It should be noted that this document pertains to the courses that are specified in the TMC; existing processes related to determining course applicability for general education are not impacted.

If a student transferring in from another community college took a course required for an AA-T or AS-T, but the course does not have a C-ID number or did not have one at the time it was taken, local course substitution processes should be employed. Note that this presumes that the local course does have a C-ID designation. In the event the local course does not have a C-ID number and is in process with respect to C-ID approval, the local review process should incorporate the C-ID descriptor expectations. For instance, if a local course was submitted to C-ID lacking a required prerequisite the local process for review should incorporate that C-ID descriptor requirement into the local review process.

### **External Sources of Credit**

In addition to allowing reciprocity for courses earned toward a transfer degree at other institutions, colleges should continue to allow students to apply course credit earned through external exams or processes, including AP, CLEP, and IB, to the major requirements for transfer degrees. **Education Code clearly grants the authority to community colleges for the content of the AA –T and AS-T degrees, and this authority extends to community colleges the right and responsibility for granting credit they deem appropriate in the AA/S-T degrees.**

The ASCCC has passed numerous resolutions endorsing the use of external credit and has even created statewide templates to recommend the use of external credit in manners consistent with policies regarding CSU GE and IGETC (see ASCCC Resolutions 9.01 S10, 9.05 F10, 9.06 S07, 9.03 S05, 4.02 S08, 4.03 S08, 4.04 S08, 4.01 S09, 9.04 F10, 9.01 S11). The reasoning in these resolutions applies to AA-T and AS-T degrees as fully as it does to all other applications of their intent and can also include other methods of earning external credit, such as the units often granted to veterans for their experience in military service.

### **Credit by Exam:**

Title 5 provides regulations for community colleges regarding credit by exam (section 55050). Once again, because Education Code grants community colleges the authority for the content of the AA – T and AS-T degrees, and Title 5 spells out the regulations for credit by exam, colleges retain these authorities when granting AA-T and AS-T degrees. In other words, colleges retain the existing authority and responsibility for granting credit they deem appropriate in the AA/S-T degrees, including credit earned through internal credit by exam processes. In short, the existing credit by exam policies remain in place for the new associate degrees for transfer.

## REFERENCES

### **What SB 1440 said:**

CEC section 66746. *Community colleges are encouraged to facilitate the acceptance of credits earned at other community colleges toward the associate degree for transfer pursuant to this section.*

### **ASCCC Resolution**

#### **Reciprocity for TMC Courses in Associate Degrees for Transfer 15.01 Spring 2011**

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) mandates the creation of associate degrees for transfer (AA-T and AS-T) that include a minimum of 18 units in a major or field of emphasis, and community colleges throughout California are currently in the process of developing these degrees;

Whereas, The Academic Senate for California Community Colleges, in coordination with California State University, is developing Transfer Model Curricula (TMCs) that local colleges can use in the creation of the AA-T and AS-T degrees in order to provide some consistency and structure, and the TMCs allow local colleges freedom to make appropriate alterations within that structure and to include transferable local courses within the discipline that may not exist at other colleges;

Whereas, Many students take courses at multiple community colleges or start at one college and finish at another, and therefore students may begin a transfer degree at one community college and then find that courses they have taken in good faith toward that degree no longer apply when they move to another college, which is a significant issue given the 60-unit restriction for the AA-T and AS-T degrees; and

Whereas, A reciprocity policy regarding major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetitions of classes and thereby reduce college costs, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

### **Title 5—credit by exam**

Article 5. Alternative Methods for Awarding Credit

#### **§ 55050. Credit by Examination.**

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to credit by examination in accordance with the provisions of this section.

(b) The governing board may grant credit to any student who satisfactorily passes an examination

approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

**Advanced Placement Credit**  
**COMPARATIVE GOVERNMENT POLITICS**  
**Current FH Policy: No Course Credit Awarded**

University	Course Equivalency	AP Test Score	CSU Units Awarded	CSU GE Credit	UC Units
			4.5 qtr (4 GE and 0.5 elective)	D8	4 sem/2.7 qtr
<b>Cal Poly Pomona</b>	PLS 202	3, 4, or 5	9 qtr (4 GE and 5 elective)	D8	4 sem/2.7 qtr
<b>Cal Poly SLO</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Bakersfield</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Channel Islands</b>	GE Area D	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
	Individual & Society or				
<b>CSU Chico</b>	Societal Institutions	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Dominguez Hills</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU East Bay</b>	POSC 1000	3, 4, or 5	4 qtr	D8	4 sem/2.7 qtr
<b>CSU Fresno</b>	LD POLI SCI	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Fullerton</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Long Beach</b>	POSC 215	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
			4.5 qtr (4 GE and 0.5 elective)	D8	4 sem/2.7 qtr
<b>CSU LA</b>	subject to dept review	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Monterey Bay</b>	n/a	3, 4, or 5	6 sem	D8	4 sem/2.7 qtr
<b>CSU Northridge</b>	POLS 156	3, 4, or 5	6 sem (3 GE and 3 elective)	D8	4 sem/2.7 qtr
<b>CSU Sacramento</b>	n/a	3, 4, or 5	6 sem	D8	4 sem/2.7 qtr
<b>CSU San Bernardino</b>	PSCI 1E	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU San Marcos</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>CSU Stanislaus</b>	n/a	3, 4, or 5	6 sem (3 GE and 3 elective)	D8	4 sem/2.7 qtr
<b>Humboldt State</b>	n/a	3, 4, or 5	6 sem	D8	4 sem/2.7 qtr
	Political Science 101,				
<b>San Diego State</b>	102	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>San Francisco State</b>	n/a	3, 4, or 5	3 sem	D8	4 sem/2.7 qtr
<b>San Jose State</b>	POLS 002	3, 4, or 5	6 sem	D8	4 sem/2.7 qtr
<b>Sonoma State</b>	n/a	3, 4, or 5	6 sem	D8	4 sem/2.7 qtr

More info on this test available at:  
[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2258.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2258.html)

**Advanced Placement Credit**  
**COMPARATIVE GOVERNMENT POLITICS**  
**Current FH Policy: No Course Credit Awarded**

University	Course Equivalency	AP Test Score	CSU Units Awarded	CSU GE Credit	UC Units
UC Berkeley	n/a	3, 4, or 5	n/a	n/a	4 sem/2.7 qtr
UC Davis	Political Science 2	3, 4, or 5	n/a	n/a	4 qtr
UC Irvine	n/a	3, 4, or 5	n/a	n/a	4 sem/2.7 qtr
UCLA	POL SCI "Comparative"	3, 4, or 5	n/a	n/a	4 qtr (credit varies by college)
UC Merced	POLI 003	4, 5	n/a	n/a	4 sem/2.7 qtr
UC Riverside	POSC 015	3, 4, or 5	n/a	n/a	4 sem/2.7 qtr
UC San Diego	n/a	3, 4	n/a	n/a	(credit varies by college)
	POLI 11	5			4 sem/2.7 qtr
UC Santa Barbara	n/a	3, 4, or 5	n/a	n/a	4 sem/2.7 qtr
UC Santa Cruz	n/a	3, 4, or 5	n/a	n/a	4 sem/2.7 qtr

More info on this test available at:  
[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2258.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2258.html)

**Advanced Placement Credit**  
**COMPARATIVE GOVERNMENT POLITICS**  
**Current FH Policy: No Course Credit Awarded**

**IGETC Credit**

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

More info on this test available at:

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2258.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2258.html)

**Advanced Placement Credit**  
**COMPARATIVE GOVERNMENT POLITICS**  
**Current FH Policy: No Course Credit Awarded**

**IGETC Credit**

4H

4H

4H

4H

4H

4H

4H

4H

4H

4H

More info on this test available at:

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2258.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2258.html)

# Advanced Placement Credit

## PSYCHOLOGY

Current FH Policy: Score of 5 REQUIRED = PSYC 1, 5 qtr units

University	Course Equivalency	AP Test Score	CSU Units	CSU GE Credit	UC Units	IGETC Credit
			Awarded			
Cal Poly Pomona	PSY 201 or IGE 222	3, 4, or 5	4.5 qtr (4 GE and 0.5 elective)	D9	4 qtr/2.7 sem	4I
Cal Poly SLO	PSY 201 or 202	3, 4, or 5	9 qtr (4GE and 5 elective)	D9	4 qtr/2.7 sem	4I
CSU Bakersfield	n/a	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Channel Islands	PSY 100	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Chico	PSYC 101	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Dominguez Hills	PSY 101	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU East Bay	PSYC 1000	3, 4, or 5	5 qtr	D9	4 qtr/2.7 sem	4I
CSU Fresno	PSYC 010	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Fullerton	PSYC 101	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Long Beach	PSY 100	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU LA	n/a	3, 4, or 5	4.5 qtr (4 GE and 0.5 elective)	D9	4 qtr/2.7 sem	4I
CSU Monterey Bay	n/a	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Northridge	PSY 150	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Sacramento	PSYC 2	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU San Bernardino	PSYC 100	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU San Marcos	n/a	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
CSU Stanislaus	Psyc 2010	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
Humboldt State	PSYC 104	3, 4, or 5	6 sem (3 GE and 3 elective)	D9	4 qtr/2.7 sem	4I
San Diego State	Psychology 101	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
San Francisco State	n/a	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
San Jose State	PSYC 001	3, 4, or 5	3 sem	D9	4 qtr/2.7 sem	4I
Sonoma State	PSY 250	3, 4, or 5	6 sem (3 GE and 3 elective)	D9	4 qtr/2.7 sem	4I
UC Berkeley	n/a	3, 4, or 5	n/a	n/a	2.7 sem	4I
UC Davis	n/a	3, 4	n/a	n/a	4 qtr	4I

More info on this test available at:

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2265.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html)

# Advanced Placement Credit

## PSYCHOLOGY

**Current FH Policy: Score of 5 REQUIRED = PSYC 1, 5 qtr units**

University	Course Equivalency	AP Test Score	CSU Units Awarded	CSU GE Credit	UC Units	IGETC Credit
UC Irvine	Psychology 1	5	n/a	n/a	4 qtr	4I
	n/a	3	n/a	n/a	4 qtr	4I
UCLA	Psychology and Behavior 9 or Psychology 7A	4, 5	n/a	n/a	4 qtr	4I
	n/a	3	n/a	n/a	4 qtr	4I
	PSYCH 10	4, 5	n/a	n/a	4 qtr	4I
UC Merced	PSY 001	4, 5	n/a	n/a	2.7 sem	4I
UC Riverside	n/a	3	n/a	n/a	4 qtr	4I
	PSYC 002	4, 5	n/a	n/a	4 qtr	4I
UC San Diego	n/a	3	n/a	n/a	4 qtr (credit varies by college)	4I
					4 qtr (credit varies by college)	4I
UC Santa Barbara	Psychology 1	4, 5	n/a	n/a	4 qtr	4I
UC Santa Cruz	Psychology 1	3, 4, or 5	n/a	n/a	4 qtr	4I
	n/a	3	n/a	n/a	4 qtr	4I
	Psychology 1	4, 5	n/a	n/a	4 qtr (credit varies by college)	4I

More info on this test available at:

[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2265.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2265.html)

## **Resolution –Credit for Courses Classified Higher Than Lower Division**

~~Whereas, in some instances, upper division course content at one college or university, may be similar to lower division content at another college or university;~~

~~Whereas, in some instances, course content across the curriculum of one college or university may be similar to lower division content at another college or university;~~

Whereas, in some instances, courses that are classified as higher than lower division at one college or university may be similar to lower division courses at another college or university;

~~Whereas, Title 5 does not preclude course and unit content to be granted for upper division coursework;~~

~~Whereas, Title 5 does not preclude course and unit content to be granted for specific curriculum category/level;~~

Whereas, Title 5 does not preclude lower division course and unit content to be granted for different curriculum categories/levels;

Whereas, Foothill College has an existing course review process, involving discipline faculty, to aid in reviewing courses from other institutions;

~~Resolved, that the Foothill College Curriculum Committee assert that course content and units be granted for upper division coursework when deemed appropriate by discipline faculty, through the current established course substitution process.~~

Resolved, that the Foothill College Curriculum Committee assert that lower division course content and units may be granted for courses classified by other institutions as being upper division or graduate level, when deemed appropriate by discipline faculty, through the current established course substitution process.

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: \_\_\_\_\_

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

## General Education Review Request

### AREA I - HUMANITIES

Course Number & Title: \_\_\_\_\_

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

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

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

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

**Matching course component(s):**

**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):**

## General Education Review Request

### AREA I - HUMANITIES

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

**Matching course component(s):**

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

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

**Matching course component(s):**

**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):**

**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):**

**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: \_\_\_\_\_ Date: \_\_\_\_\_

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

---

#### **REVIEW COMMITTEE USE ONLY:**

Review Committee Members:

Comments:

**General Education Review Request**  
**AREA I - HUMANITIES**

--

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