

College Curriculum Committee Meeting Agenda
Tuesday, March 15, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: March 1, 2016	Action	#3/15/16-1	Escoto
2. Announcements a. Change to course listing for GE Area I - Humanities b. Notification of Proposed Requisites	Information	#3/15/16-2	Escoto
3. Consent Calendar a. New Program Application: Biology ADT b. GE Applications	Action	#3/15/16-3-4 #3/15/16-5-9	Escoto
4. Course Deactivation Exemption Requests	Action	#3/15/16-10-23	Escoto
5. Apprenticeship Requests	Discussion	#3/15/16-24	Escoto
6. Checklist of Topics for Cross-listed Courses	1st Read	#3/15/16-25	Escoto
7. AP Credit Policy	Discussion		Escoto
8. Report Out from Division Reps	Discussion		All
9. Good of the Order			Escoto
10. Adjournment			Escoto

Consent Calendar:

New Program Application: Biology ADT (attachments #3-4)

FH General Education (attachments #5-9)

- *Area III, Natural Sciences:* CHEM 9
- *Area IV, Social & Behavioral Sciences:* PSYC 40
- *Area VII, Lifelong Learning:* PSYC 49, SOC 19, SOC 40

Attachment List:

- #3/15/16-1 Draft Minutes: March 1, 2016
- #3/15/16-2 CCC Notification of Proposed Requisites
- #3/15/16-10 Course Deactivation Exemption Request - C S 83B
- #3/15/16-11 Course Deactivation Exemption Request - ENGL 7
- #3/15/16-12 Course Deactivation Exemption Request - ENGL 22
- #3/15/16-13 Course Deactivation Exemption Request - LINC 70B
- #3/15/16-14 Course Deactivation Exemption Request - LINC 80A
- #3/15/16-15 Course Deactivation Exemption Request - MUS 7E
- #3/15/16-16 Course Deactivation Exemption Request - MUS 11C
- #3/15/16-17 Course Deactivation Exemption Request - MUS 41
- #3/15/16-18 Course Deactivation Exemption Request - PHIL 11
- #3/15/16-19 Course Deactivation Exemption Request - PHOT 68C
- #3/15/16-20 Course Deactivation Exemption Request - PHOT 68F
- #3/15/16-21 Course Deactivation Exemption Request - R T 71
- #3/15/16-22 Course Deactivation Exemption Request - SPAN 10A
- #3/15/16-23 Course Deactivation Exemption Request - SPAN 111
- #3/15/16-24 Course Deactivation Exemption Requests - Apprenticeship department
- #3/15/16-25 Topics for Cross-listed Courses

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/revise 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), Rachele 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: 3/15/16Co-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 checked="" 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 checked="" 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:

Tiffany Rideaux, Mike Ji (ASFC), David Ellis,
Kurt Hueg

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

Item	Discussion
1. Minutes: February 16, 2016	Minutes approved by consensus. Approved.
2. Announcements	Speaker: Isaac Escoto
a. New Course Proposal	The following proposal was presented: D H 356. Please share with your constituents.
	LaManque commented on course title, noting that it is not related to Dental Hygiene. Course is intended as upper division GE, in addition to the three courses already approved by CCC. Specifically intended for students in completion track of BS degree. Note that education is presented as one career option for students who receive BS degree. Escoto noted that Dental Hygiene had an info night for the completion track of BS degree, last week, with many in attendance. Day noted that she’s begun to receive articulation requests for our new upper division D H courses from other community colleges, with Foothill as the receiving institution. Hanning commented that Respiratory Therapy was involved in conversations regarding aligning curriculum across the state for potential BS degree.
b. CSU GE Social Sciences	Slight modification to the CSU GE requirements, specifically Area D: Social Sciences. Currently, Area D contains different sections, but going forward Area D will be a single list of courses. Additionally, the current form used by counselors to advise students on CSU GE contains note regarding CSU graduation requirements; form will be revised to state that these courses are suggested/ encouraged but are not required to complete CSU GE for transfer. Specific wording still to be determined. Counselors have reported confusion among students, who believe they’re required to take those courses for transfer. However, counselors always emphasize the value in meeting the American Institutions requirement prior to CSU transfer. Area D change also related to cross-listed courses, as Area D will now require students take courses from different disciplines—if a course is cross-listed, it could “count” for multiple disciplines. This will be included on list of discussion topics for general cross-listing discussion, shared with the next CCC agenda. Day noted that enrollment might be impacted for some courses, since students no longer required to select courses from different sections.
c. Stand Alone Course Procedure	Follow-up to previous meeting; document created to clarify procedure for Stand Alone form. No changes to current form or procedure. Will be uploaded to CCC website soon.
3. Consent Calendar	Speaker: Isaac Escoto
a. GE Applications	The following GE applications were presented: Area I - CRWR 6, 39A, 41A, MUS 11E; Area IV - PSYC 49.
	Consent Calendar approved by consensus. Approved. No

<p>4. AP Credit for ADT</p>	<p>comments.</p> <p>Speakers: Bernie Day, Isaac Escoto Increasing number of students wanting an ADT, as well as increasing number of students with AP scores. We have existing local policy/process for accepting AP scores but no specific policy/process regarding applying AP credit to ADTs. Day has been researching how AP scores are accepted at UCs/CSUs; noted that 31% of students graduating high school in CA have AP credit, some for multiple courses. Our current local policy varies a lot with UCs/CSUs. Expressed hope that this specific conversation will be primarily about assisting students in transferring and not about the philosophy of accepting AP scores. Day noted that Academic Senate reciprocity statement directs community colleges to allow credit via exams (including AP), which includes ADTs. CA legislature bill has been proposed that would require CA community colleges to each adopt a uniform AP credit policy. Two examples of Day's research shared with agenda. 1) Psychology: current Foothill policy grants credit for AP score of 5; virtually all CSUs grant credit for score of 3 or above—note that there are differences between granting AP credit for GE and for major. 2) Comparative Government: Foothill currently does not grant AP credit, even though our course has the same C-ID approval as those at CSUs that do grant AP credit.</p> <p>Day will be sharing results of her research with divisions; divisions should work with faculty to review current policy for each AP subject and revise, if necessary. Hope is that work can be done by the end of winter quarter, so that 2016-17 catalog will include any updated policy. Escoto noted the importance of sharing nuances with faculty when discussing, so that faculty understand the various potential impacts to students. Once divisions have determined their own policies, Day will create charts for counselors to use when advising students regarding transferring AP credit. Note that current conversation relative to major coursework. PSME reported that some institutions will not accept certain science course series if full series was not taken at single college—will this rule apply when AP credit is combined with coursework at a college? Day noted that this rule is applied differently regarding GE vs. major coursework and that counselors will use her new charts to work with students in all situations. Clarification requested regarding setting new policy—may the applicable department determine or should division approval be required, as well? Co-chairs agreed that changes to policy be documented at Division CC and if differences arise between department and division, we can address. Escoto requested divisions check in at next CCC meeting, on 3/15, regarding any potential changes.</p>
<p>5. Process for Determining Lower Division Course Credit</p>	<p>Speaker: Isaac Escoto Escoto revised document based on discussion at previous CCC meeting to clarify that categories of coursework may include upper division or graduate level. Noted that this process does not state that coursework will automatically be accepted for lower division credit. Also clarified that document does not allow for upper division credit to be granted for lower division coursework.</p> <p>Motion to approve M/S (Francisco, Serna). Approved.</p>

6. Local General Education - Area I

Speaker: Isaac Escoto

Ongoing conversation regarding our local GE pattern. Escoto shared application form for Area I - Humanities. Like all local GE application forms, it outlines local GE breadth criteria, as well as area-specific depth criteria. Comment regarding difficulty for certain foreign language courses meeting GE requirements due to lack of analytical reading—not possible when course content is to teach students the language. Follow-up question from previous meeting, regarding whether or not a course could automatically be accepted for local GE if already accepted for IGETC and/or CSU GE. Escoto reiterated that we need a process for measuring learning outcomes, and that simply stating that a course is acceptable for local GE because it's on the IGETC/CSU GE list may not suffice. Escoto noted that if we determine that our process is too cumbersome, we could discuss revising it. Comment that we don't currently have the same definitions for GE as IGETC/CSU GE so, unless we change ours, we should not automatically accept courses for local GE without an additional process.

Escoto noted that guidelines for corresponding CSU GE area are more general than ours, but expressed concern that members of GE subcommittees may have difficulty reviewing courses if guidelines are not robust enough. LaManque asked for clarification on what process we would use to implement possible changes. Escoto would first like to ensure that we're all clear on current process and guidelines—conversation only. Once that has occurred, possible creation of subcommittee to determine changes. Comment that our current process and guidelines were a reaction to our previous process, which was considered by GE subcommittee members to be too vague and difficult to use when reviewing courses. Suggestion that we invite faculty teaching in content areas to participate in discussions and assist in determining changes. Question regarding where most concerns arise—Escoto believes Area I, but is not privy to all discussions between subcommittee members and faculty. Suggestion to engage faculty early in the discussions, in order to get general feedback, e.g. regarding desire to align better with IGETC/CSU GE. Escoto noted that we would still need to determine how to revise our process of reviewing learning outcomes.

Escoto shared corresponding CSU GE area criteria; asked group how they would feel if this language were the guidelines by which they would be reviewing GE courses, if on a subcommittee. Escoto noted that we do not necessarily need to follow the same criteria—we are free to determine our own, for local GE. Comment by GE subcommittee member that guidelines are certainly useful when reviewing courses but that they could be less restrictive, if necessary. Concern that revising process for specific reason of making it “easier” for students to complete GE could undermine local GE. Note that some courses don't meet GE criteria even though we allow them to be used as major coursework. Comment regarding depth criterion H6 on Area I form and difficulty in explaining how course will help students understand “ambiguities, vagaries.” Concern expressed regarding certain courses not included on Area I list; Escoto noted that exclusion of a

	<p>course does not mean that course was denied—may have never been submitted. Comment that Humanities faculty work to draft any changes; Escoto noted that this is important but that discussion should also include faculty across campus. Noted that we may not even decide to implement sweeping changes—simply making minor changes to forms is certainly an option. Comment by GE subcommittee member that bullet points are more helpful than CSU GE criteria format—may be helpful to put CSU GE criteria into bullet points and compare to our own. Please share topic of discussion with your constituents.</p>
<p>7. Report Out from Division Reps</p>	<p>Speaker: All BSS: Discussion regarding Division Guidelines for Online Learning; met with reticence by faculty, worried that guidelines will be used to assess faculty. Considering implementing mentorship program for new hires and/or those who would like assistance when developing/teaching online courses. Note that BSS has already developed guidelines, and that this discussion regarded how to ensure guidelines are followed. This would be done on a voluntary basis and not for faculty review purposes, in keeping with spirit of guidelines. Hueg stressed that J1 review process remains the same and that guidelines are not in any way meant to be used to review faculty. Escoto noted that Senate perspective is over concern that when new faculty hired, there are no guidelines for them to teach online courses, which were likely developed by different faculty. Guidelines should assist faculty in teaching online courses. Noted that not following guidelines could have negative implications for J1 and that the point of guidelines is to ensure that online courses being taught as expected in division. Other divisions noted that process of discussing online teaching methods was positive and resulted in the sharing of good information and strategies. Hueg noted that the next big development in online learning is to ensure that courses accessible to students with disabilities. CNSL: Counseling division has been working with Articulation to determine possibility of adding CNSL 5 to CSU GE and local GE Area E. FA: Working on deactivation exemption request forms. KA: State recently approved Personal Trainer Certificate of Achievement. BH: Ongoing work on Dental Hygiene BS degree. Also discussing the online learning guidelines and working on deactivation exemption requests. Noted that some courses on deactivation list were recently reactivated to be taught—Vanatta and LaManque will work to remove courses in that situation from future lists.</p>
<p>8. Good of the Order</p>	
<p>9. Adjournment</p>	<p>3:33 PM</p>

Attendees: Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Tiffany Rideaux (BSS), Lety Serna (CNSL), Rachel Solvason (Articulation Program Assistant—guest), Kristin Tripp-Caldwell (FA)

Minutes Recorded by: M. Vanatta

Foothill College
Program Application
Associate in Science in Biology for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Biology for Transfer degree prepares students for transfer as an upper division student in the biology major to the California State University system. The biology curriculum covers all aspects of the field, from molecules and cells to organisms and ecosystems, and emphasizes the unity and diversity of life, genetics, evolution, and the process of scientific investigations. The major prepares students for a successful career in the biological, and related sciences.

Graduates will be able to

- use the scientific process to formulate questions, design experiments to test hypotheses, interpret experimental results to draw conclusions, communicate results both orally and in writing, and critically evaluate the use of the scientific method from published sources.
- apply evolutionary theory at the molecular, cellular, organismal and population levels to explain the unity and diversity of living things.

The Associate in Science in Biology for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Science in Biology for Transfer degree will be ensured preferential and seamless transfer status to local CSUs for biology majors and majors in related disciplines. The Associate in Science in Biology for Transfer degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

Item 2. Catalog Description

The major in Biology prepares students for careers in the health professions, teaching, forestry, agriculture, environmental protection and conservation, wildlife biology, biotechnology, microbiology, genetics, basic research and many other fields.

The Associate in Science in Biology for Transfer degree prepares students for transfer to California State Universities (CSUs). Students who complete the Associate in Science in Biology for Transfer degree will be ensured preferential transfer status to CSUs for biology majors and majors in related disciplines. The Associate in Science in Biology for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to determine the lower division course requirements for specific CSUs. This degree may also provide excellent preparation for other majors.

In addition, the student must complete the following:

- (1) Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - (a) The Intersegmental General Education Transfer Curriculum (IGETC) for STEM.
 - (b) A minimum of 27 quarter units in a major or area of emphasis, as determined by the community college district.
- (2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Transfer Model Curriculum (TMC) Template for Biology

CCC Major or Area of Emphasis: Biology

TOP Code: 040100

CSU Major(s): Biology

Total Units: 29 (all units are minimum semester units)

Template # 2014
Original: 02/01/2015

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

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

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

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

Associate in Science in Biology for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (8-12 units) Select 1 of 2 options						
Option 1						
Biology Sequence for Majors (8)	BIOL 135S	BIOL 1A and BIOL 1B and BIOL 1C	Principles of Cell Biology Form 7 Function in Plants & Animals Evolution, Systematics & Ecology	6 6 6	B2, B3 B2, B3 B2, B3	5B, 5C 5B, 5C 5B, 5C
OR						
Option 2						
Cell and Molecular Biology (4)	BIOL 190					
AND						
Organismal Biology (4)	BIOL 140					
OR						
Organismal Biology, Ecology and Evolution (8)	BIOL 130S					
OR						
Zoology/Animal Diversity and Evolution	BIOL 150					

(4) Botany/Plant Diversity and Ecology (4)	AND BIOL 155					
LIST A: (21-22 units)						
General Chemistry for Science Majors Sequence A (10)	CHEM 120S	CHEM 1A and CHEM 1B and CHEM 1C	General Chemistry General Chemistry General Chemistry and Qualitative Analysis	5 5 5	B1, B3 B1, B3 B1, B3	5A, 5C 5A, 5C 5A, 5C
Single Variable Calculus I – Early Transcendentals (4) OR Single Variable Calculus I – Late Transcendentals (4) OR Calculus for Life and Social Sciences (3)	MATH 210 OR MATH 211 OR AAM	MATH 1A and MATH 1B	Calculus and Calculus	5 5	B4 B4	2A 2A
Algebra/Trigonometry-Based Physics A (4) AND Algebra/Trigonometry-Based Physics B (4) OR Calculus-Based Physics for Scientists and Engineers: A (4) AND Calculus-Based Physics for Scientists and Engineers: B (4) OR Algebra/Trigonometry-Based Physics: AB (8)	PHYS 105 AND PHYS 110 OR PHYS 205 AND PHYS 210 OR PHYS 100S	PHYS 2A and PHYS 2B and PHYS 2C OR PHYS 4A and PHYS 4B	General Physics and General Physics and General Physics General Physics (Calculus) and General Physics (Calculus)	5 5 5 6 6	B1, B3 B1, B3 B1, B3 B1, B3 B1, B3	5A, 5C 5A, 5C 5A, 5C, 5C 5A, 5C 5A, 5C
LIST B: Select one (3-4 units) Any course articulated as lower division preparation in the Biology major at a CSU.	AAM	CHEM 12A OR CHEM 12B OR BIOL 41 OR MATH 10	Organic Chemistry Organic Chemistry Microbiology Elementary Statistics	6 6 6 5	B1, B3 B1, B3 B2, B3, B4	5A, 5C 5A, 5C 5B, 5C 2A
Total Units for the Major:	29	Total Units for the Major:		60-64		
				Total Double-counted Units <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	16-17	16-17
				*General Education (CSU-GE or IGETC for STEM) Units	33	31
				Elective (CSU Transferable) Units	11	14
				Total Degree Units (maximum)	60	

NOTES:

- * This TMC presumes completion of IGETC or CSU-GE Breadth for STEM, allowing for completion of 6 units of non-STEM GE work after transfer.
- Required Core Options 1 and 2 represent Options 1-4 on the TMC.

General Education Review Request

AREA III - NATURAL SCIENCES

Course Number & Title: CHEMISTRY 9: CHEMISTRY OF COOKING

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area III - Natural Sciences:

Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.

A successful General Education Natural Science course **must** promote in students:

- N1. An understanding of the scientific method, including its attributes and limitations;
- N2. The ability to make judgments regarding the validity of scientific evidence;
- N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;
- N4. The ability to use inductive and deductive reasoning;
- N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;
- N6. The ability to evaluate, use and communicate scientific data;
- N7. An introduction to current scientific theories within the field of study;
- N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;
- N9. Experience applying recognized scientific methodology in laboratory activities.*

Additional criterion thought to enhance a natural science course include any of the following:

- N10. An appreciation of the contributions of science to modern life;
- N11. An appreciation of the contributions to science of diverse people and cultures;
- N12. An understanding of the interdependence of humans and their environment;
- N13. A recognition of how human behavior has altered the environment;
- N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Be advised that the following criteria for a GE lab is consistent with a definition provided by the National Research Council, 2005:

"Laboratory experiences provide opportunities for students to interact directly with the material world (or with data drawn from the material world), using the tools, data collection techniques, models, and theories of science. This definition includes student interaction with astronomical databases, genome databases, databases of climatic events over long

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time periods, and other large data sets derived directly from the material world. It does not include student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world. For example, if a physics teacher presented students with a constructed data set on the weight and required pulling force for boxes pulled across desks with different surfaces and asked them to analyze these data, the students' problem-solving activity would not constitute a laboratory experience in the committee's definition."

* To accomplish these goals a laboratory course **must** emphasize the methods of scientific inquiry by engaging students in:

- NL15. Observation and collection of data through direct interaction with the material world;
- NL16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;
- NL17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

- NL18. Analysis and interpretation of data;
- NL19. Formulation and testing of hypotheses;
- NL20. Communicating effectively through oral and/or written work;
- NL21. A minimum of one collaborative activity;
- NL22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Additional criterion thought to enhance a natural science laboratory include any of the following:

- NL23. Keep accurate and complete experimental records;
- NL24. Perform quantitative and qualitative measurements;
- NL25. Interpret experimental results and draw reasonable conclusions;
- NL26. Analyze data statistically and assess the reliability of results;
- NL27. Critically evaluate the design of an experiment;
- NL28. Design experiments to test hypotheses;
- NL29. Work effectively in small groups and teams.

Course Number & Title: CHEMISTRY 9: CHEMISTRY OF COOKING

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:**

N1. An understanding of the scientific method, including its attributes and limitations;

Matching course component(s):

2A. Apply the scientific method and distinguish between hypotheses and scientific laws.

6D. Written laboratory reports.

10C. 1. Evaluate the effects of heat and various chemical additives on egg protein structure

N2. The ability to make judgments regarding the validity of scientific evidence;

Matching course component(s):

10A. 3. Make physical properties observations of products.

10G. 2. Indirect quantification of roux viscosity through velocity measurements

N3. An understanding of the relationship between hypothesis, experiment, fact, theory and law;

Matching course component(s):

10I 1. Use common laboratory equipment to introduce the concept of crystallization, seed crystals, and polymorphs.

4J 1. Basic structure of wheat flour.

N4. The ability to use inductive and deductive reasoning;

Matching course component(s):

2G. Analyze molecular structure and how it affects physical properties

10H 2. Assess the effects of different leavening agent quantities on a biscuit recipe.

10B 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of a calorimeter.

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N5. The practice of thinking critically, including evaluating ideas and contrasting opinions;

Matching course component(s):

- 4J 2. Gluten
- 4J 2a. Glutenin versus gliadin
- 2R. Discuss how gluten and starch content affect flour-based materials
- 4K 1. Synthetic sugar substitutes (e.g., Splenda, Nutrisweet, etc.)

N6. The ability to evaluate, use and communicate scientific data;

Matching course component(s):

- 2G. Analyze molecular structure and how it affects physical properties.
- 2M. Explain how pressure affects boiling point and cooking methods
- 2U. Explain how concentration, solubility and temperature mediate crystallization and the properties of chocolate
- 6D. Written laboratory reports.

N7. An introduction to current scientific theories within the field of study;

Matching course component(s):

- 10C. 2. Provide explanations at the molecular level concerning both chemical and physical denaturation of egg proteins.
- G1 a. Maillard reactions
- G1 d. Toxic byproducts (e.g., heterocyclic amines, polycyclic aromatics)
- E1 a. Molecular motion
- E2. Forms of heat transfer

N8. Experience with laboratory activities using laboratory techniques consistent with those employed within the discipline;

Matching course component(s):

- 10A. 1. Measure and record mass and volume data
- 10B. 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of calorimeter
- 10D 2. Introduction to titration as an analytic lab technique
- 10D 3. Introduction to organic compound solubility and extraction
- 10F 2. Analysis and separation of extracted compounds by thin layer chromatography, with comparison to standard compounds using R_f values

N9. Experience applying recognized scientific methodology in laboratory activities.

Matching course component(s):

- 10A 2. Perform simple dilutions and measure their effects on sphere formation.
- 10B 2. Calculate heat loss and compare experimental data to reported values
- 10H 3. Measure and calculate gas formation using stoichiometry and compare theoretical and experimental yields
- 10I 3. Evaluate the formation of different polymorphs by analysis of melting point and sheen.

Depth Map: Additionally, include any of the following:

N10. An appreciation of the contributions of science to modern life;

Matching course component(s):

- 4C 2c. Saturated and unsaturated fatty acids
- 4E 5. Thermal conductivity
- 4E 5c. Nonstick coatings (e.g., Teflon and silicone)
- 4E 6. Sous Vide

N11. An appreciation of the contributions to science of diverse people and cultures;

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Matching course component(s):
4G 2. Brining and Marinades

N12. An understanding of the interdependence of humans and their environment;

Matching course component(s):
4H. Plants, Herbs and Spices
4H. 1. Molecules of aroma and flavor
4H. 2. Tea
4H. 3. Coffee

N13. A recognition of how human behavior has altered the environment;

Matching course component(s):

N14. A sense of the history of science and the ideas and experiments that have led to our present understanding.

Matching course component(s):

Depth Map: Additionally, must emphasize the following:

N15. Observation and collection of data through direct interaction with the material world;

Matching course component(s):
10A 1. Measure and record mass and volume data
10B 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of a calorimeter
10D 1. Calculate the unknown ascorbic acid content extracted from a green pepper subjected to boiling, steaming, baking and microwave radiation
10F 1. Use of common laboratory equipment to extract different organic compounds present in coffee grinds
10G 1. Observe the effects of heat on the properties of flour and butter making different time-dependent roux
10H 1. Perform a series of gas forming chemical reactions utilizing different leavening agents to determine their reactivity

N16. Use of tools, data collection techniques, models and theories of science most prevalent in relevant research laboratories;

Matching course component(s):
10D 2. Introduction to titration as an analytic lab technique
10D 3. Introduction to organic compound solubility and extraction
10F 2. Analysis and separation of extracted compounds by thin layer chromatography, with comparison to standard compounds using R_f values
10I 3. Evaluate formation of different polymorphs by analysis of melting point and sheen

N17. Data may be from large data sets derived directly from the material world, but may not rely exclusively on student manipulation or analysis of data created by a teacher to simulate direct interaction with the material world;

Matching course component(s):
10E 2. Conduct library and internet research in order to identify compounds formed based on product structure, aroma and color.

N18. Analysis and interpretation of data;

Matching course component(s):
10B 2. Calculate heat loss and compare experimental data to reported values
10H 2. Assess the effects of different leavening agent quantities in a biscuit recipe
10H 3. Measure and calculate gas formation using stoichiometry and compare theoretical and experimental

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yields

N19. Formulation and testing of hypotheses;

Matching course component(s):

10E. 1. Perform qualitative analyses of Maillard Reaction between glucose and a variety of amino acids in solution and on solid surfaces

10G. 1. Observe the effects of heat on the properties of flour and butter by making different time-dependent roux

10H 1. Perform a series of gas forming chemical reactions utilizing different leavening agents to test their reactivity

N20. Communicating effectively through oral and/or written work;

Matching course component(s):

12B. Laboratory Assignments

12C. Additional Coursework

6D. Written laboratory reports

N21. A minimum of one collaborative activity;

Matching course component(s):

9D. Group work

12B. Laboratory assignments

N22. A minimum of one laboratory unit or the equivalent of 33 hours of laboratory instruction per quarter.

Matching course component(s):

Lab Hours: 3 hours per week for 12 weeks

10A through 10I Experiments (Lab Content)

12B. Laboratory assignments

Depth Map: Additionally, include any of the following:

N23. Keep accurate and complete experimental records;

Matching course component(s):

10A 1. Measure and record mass and volume data

10G 2. Indirect quantification of roux viscosity through velocity measurements

N24. Perform quantitative and qualitative measurements;

Matching course component(s):

10A 1. Measure and record mass and volume data

10A 3. Make physical properties observations of products

10B 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of a calorimeter

10D 1. Calculate the unknown ascorbic acid content extracted from a green pepper subjected to boiling, steaming, baking and microwave radiation

10G 1. Observe the effects of heat on the properties of flour and butter making different time-dependent roux

10G 2. Indirect quantification of roux viscosity through velocity measurements

10H 1. Perform a series of gas forming chemical reactions utilizing different leavening agents to determine their reactivity

N25. Interpret experimental results and draw reasonable conclusions;

Matching course component(s):

10H 2. Assess the effects of different leavening agent quantities on a biscuit recipe.

10B 2. Calculate heat loss and compare experimental data to reported values

10C 2. Provide explanations at the molecular level concerning both chemical and physical denaturation of egg

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proteins

10F 2. Analysis and separation of extracted compounds by thin layer chromatography, with comparison to standard compounds using Rf values

N26. Analyze data statistically and assess the reliability of results;

Matching course component(s):

10B 2. Calculate heat loss and compare experimental data to reported values

10H 3. Measure and calculate gas formation using stoichiometry and compare theoretical and experimental yields

N27. Critically evaluate the design of an experiment;

Matching course component(s):

10B 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of a calorimeter.

10G 2. Indirect quantification of roux viscosity through velocity measurements

N28. Design experiments to test hypotheses;

Matching course component(s):

10B 1. Experimentally quantify the amount of heat generated from combustion of a snack food by construction of a calorimeter.

10I 2. Synthesis of cocoa butter seed crystals through temperature control

N29. Work effectively in small groups and teams.

Matching course component(s):

9D. Group Work (in lecture and in laboratory)

10D 1. Calculate the unknown ascorbic acid content extracted from a green pepper subjected to boiling, steaming, baking and microwave radiation

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):

12A 1. Homework will include reading of the assigned texts and with subsequent submission of short, thorough summaries of the readings.

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

Matching course component(s):

10H 3. Measure and calculate gas formation using stoichiometry and compare theoretical versus experimental yields

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

Matching course component(s):

12B 1. There are 9 experiments performed in this course during the weekly two-hour laboratory session for which data and calculations, and a post-laboratory assignment are submitted and assessed.

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

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Matching course component(s):

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

Matching course component(s):

Requesting Faculty: Victor Tam

Date: 02/01/2016

Division Curr Rep: Kathleen Armstrong

Date: 03/08/2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Kathleen Armstrong, Mary Holland, Patrick Morriss

Comments:

Here's my take on how the Chem 9 application addresses the depth criteria in the GE Review...

> N1 all good.

> N2 demands that students judge data validity. I see measurements in the content listed but it doesn't seem to require judgment that I can see. **AUTHOR RESPONSE:** Since students will be acquiring lab data, not all data will be valid to use in their analysis. The example cited regarding viscosity is dependent on how well the roux is made and determine if data collected fits a linear model. Similar judgments on data validity can be found in the Vitamin C titration experiment.

> N3 might be better addressed by course component 2A. It's not immediately evident to me how the crystallization or wheat flour content help students distinguish hypothesis, experiment, fact, theory, and law. **AUTHOR'S RESPONSE:** Component 2A can be used instead for clarity. Crystallization theory is still very uncertain with many experimental factors affecting the bulk structure. The same is true regarding wheat flour content and baking.

> N4 demands inductive and deductive reasoning. If the "analyze," "assess," and "experimentally quantify" course components lead to generalizations or hypotheses, I'd say N4 is met, at least for inductive reasoning. I'm fine with that, without strictly demanding explicit deduction. **AUTHOR'S COMMENT:** Experiments cited allow for both generalizations and general hypotheses to be made by students as well as deduce conclusions from data acquired.

> N5 I'd need help to see how the course components listed demand critical thinking. I see some comparisons, though they seem to be comparing properties, not the opinions of the criterion. **AUTHOR'S COMMENT:** Since structure determines function, by analyzing the structure of gluten and synthetic sugars, students will be asked to think about their impact on reactions and bulk structures and properties.

> N6 excellent

> N7 demands current theory. The Maillard reaction at least has been around for some time and I thought the theory was pretty well understood. Are there new developments or understandings of this and the other processes? **AUTHOR'S COMMENTS:** The Maillard Reaction, although old, does not produce set products or have an explicit mechanism.

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Research still occurs to help determine the mechanism and better analysis its products.

> N8 and N9 Boom. Nice.

Approved: X Denied: _____ CCC Co-Chair Signature: _____ Date: 03/10/2016 _____

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: PSYC 40, HUMAN DEVELOPMENT

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area IV-Social & Behavioral Sciences:

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

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

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

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

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

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AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: PSYC 40, HUMAN DEVELOPMENT

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):

From Course Description: The psychology of human development includes cognitive, physical, social, and emotional development throughout the lifespan.

Course Objective K: Recognize and relate to the contribution that one may make to another person's behavior.

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

Matching course component(s):

From Course Description: Provides an extensive amount of information on developmental stages covering theoretical and empirical foundations that enable students to become educated, critical interpreters of developmental information.

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):

From Course Description: A blend of basic and applied research, as well as coverage of controversial topics and emergent trends, demonstrating connections between the laboratory and life is presented.

Course Objective C: Distinguish and demonstrate the results of selected research studies, especially those which seem to have practical applications.

Course Objective E: Describing the specific developmental research designs and their advantages and disadvantages

Course Objective F: Differentiating between experimental, correlational, and quasi-experimental research

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):

S5. Explain world development and global relationships;

Matching course component(s):

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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):

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):

From Course Description: Topics in childhood and adolescence, emphasize child development including all stages from conception, through childhood, adolescence, adult issues, later life and gerontology, cover all life-span stages and important topics. Development is presented in a chronological and sequential order from conception through death, while also presenting important themes and theories essential to this field of psychology.

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

Matching course component(s):

Course Objective J: Recognize that appropriate and inappropriate ways of behaving are largely culturally defined.

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

Matching course component(s):

Course Objective H: Distinguish the interrelationship between heredity and environment. "environment" is used in a broad sense to include socio-economic, cultural, physical, family, emotional and intellectual environments.

Course Objective C: Recognize and relate to the contribution that one may make to another person's behavior.

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

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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):

Methods of Evaluation: Short Answer, Objective and essay items.

Methods of Evaluation: Outside assignments and written analysis, including self reflections and analysis of case studies.

Methods of Evaluation: Written and Oral Presentation Assignments will relate to reading and observational tasks.

1. Drawing on involved discussion of the relevant topics in the class, further written synthesis will be assigned on relevant topics.

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: Short Answer, Objective and essay items.

Methods of Evaluation: Outside assignments and written analysis, including self reflections and analysis of case studies.

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):

Course Content Areas:

E: Socioemotional development in infancy and early childhood is covered.

- Concepts such as prosocial behavior, emotions and play will be discussed and explored.

G: Socioemotional development in middle childhood considers major themes in Human Development.

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- Normal versus abnormal development in behavior will be covered in this area, including special needs and peer relationships

I: Socioemotional development in adolescence parallels cognitive and physiological development.

- Topics such as search for identity, forming relationships, social and sexual orientation are presented.

J: Physical, cognitive, emotional, and personality development associated with maturation and early adulthood are part of emerging independence and adult development.

- Many areas affecting behavior are examined in this section including role transitions, behavioral changes, independence, concept of maturity and adult responsibilities, cross cultural aspects of development, growth, strength lifestyle factors, eating and health as well as development of primary and secondary mental abilities.

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 Instruction: Lecture will include visual and auditory examples of subjects and may include audiovisual and Internet materials.

Research Paper: Students will be assigned at least one research paper throughout the quarter, where students will need to identify an area of focus within the developmental lifespan and utilize academic resources, including primary source articles, to better their understanding of the subject. Students will utilize the computerized, digital resources available via the Foothill College Library in addition to general internet research to discover this material. Students will then formulate a visual presentation using a software program such as Microsoft PowerPoint to discuss their findings with the class. Some students will even do case study interviews within the community to better understand the developmental principles covered in the course to add an authentic learning element to the class.

Requesting Faculty: Nick Tuttle

Date: 2/1/16

Division Curr Rep: Brian Evans

Date: 2/1/16

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Roseann Berg, Kimberly Lane, Kay Thornton

Comments:

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Recommended for approval by subcommittee 3/7/16

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

General Education Review Request

AREA VII - LIFELONG LEARNING

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 VII - Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement *must* include *at least one* of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: 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:

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

Matching course component(s):

Course Content

A. Introduction

1. Cross-cultural comparisons of sexual behavior
2. Historical comparisons of sexual attitudes and behavior
3. Important researchers in the field of human sexuality
 - a. Sigmund Freud
 - b. Alfred C. Kinsey
 - c. Masters and Johnson

• 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 orgasms
9. Sexually Transmitted Infections

Causes, symptoms, treatments, testing options

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s):

Course Learning Objectives

C. operate from a knowledge base in the areas of anatomy, contraception, reproduction, female/make systems.

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Course Content

- Birth Control and Pregnancy
 1. Different methods and the efficacy
 - a. advantages and disadvantages of each
 2. Conception and implantation
 3. Stages of pregnancy
 - . Experiences of the fetus and the mother
 4. Complications during pregnancy
 5. Childbirth
 - . Stages of labor

- 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

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

Matching course component(s):

Course Learning Objectives.

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.

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
- Sexually Transmitted Infections
 - a. Causes, symptoms, treatments, testing options

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

Matching course component(s):

Course Learning Objectives.

H. understand and apply thoughtful knowledge of and sensitivity to practices/problems/opportunities of

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the following behavioral range: abortion, adoption, planned parenthood, prenatal drug and alcohol damage, unwanted children, pre-marital sex.

Course Content

- Gender variants
 - a. Transgenderism ,Äi causes and experiences
 - b. Intersexed individuals ,Äi causes and experiences
- Sexual orientation
 - a. Definition
 - b. Social and cultural construction of the concepts of sexual orientation
 - c. Causes and experiences of individuals gay, lesbian, and straight individuals
 - d. History of homosexuality and attitudes towards GLBT communities and individuals
- Life-Span and Sexual Behavior
 - 1. Life-span sexual development from infancy to the elderly years (age 60+)
 - 2. Masturbation
 - 3. Two-person sex
 - a. Coital positions and locations
 - b. Oral-genital sex
 - c. Anal eroticism
 - d. Gay and lesbian sexual behaviors
 - 4. The sexually healthy person
- 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

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s):

Course Content

- 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

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- a. Characteristics of prostitutes
- b. Characteristics of the customers of prostitutes
- c. Legality of prostitution

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

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

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s):

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

Matching course component(s):

Course Learning Objectives

A. approach sexual relations in an informed, understanding, sensitive manner.

Course Content

- Introduction
 1. Cross-cultural comparisons of sexual behavior
 2. Historical comparisons of sexual attitudes and behavior
- 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

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- a. How to deal with sexual harassment
- 3. Sexual abuse of children
 - . Characteristics of people who molest children
 - a. Child pornography
 - b. Effect of abuse on the children

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

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:

- 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

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 -

May include, but not limited to:

- A. Multiple choice quizzes
- B. Essay exams
- C. Research papers

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- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises
- G. Midterms
- H. Final exams

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):

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):

Requesting Faculty: Eta Lin Date: 2/2/16

Division Curr Rep: K. Allison Lenkeit Meezan Date: 2/9/16

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bernie Day, Andrew Lee, Leticia Serna

Comments:

Recommended for approval by subcommittee 3/2/16

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

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: **SOC 19 - ALCOHOL AND DRUG ABUSE**

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area VII - Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

General Education Review Request
AREA VII - LIFELONG LEARNING

Course Number & Title: SOC 19 - ALCOHOL AND DRUG ABUSE

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

Depth Map: Must include the following:

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

Matching course component(s):

Introduction to problems of substance abuse.

History and classification of alcohol and drug abuse.

Equips human service workers and general public with knowledge about issues involved in alcohol and drug abuse.

Intervention and rehabilitation programs as well as public policy paradigms are examined.

The student will be able to:

- A. become factually informed regarding the impact of alcohol and drug abuse.
- B. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- C. analyze the relationship between crime and drug and alcohol abuse.
- D. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s):

Introduction to problems of substance abuse.

History and classification of alcohol and drug abuse.

Equips human service workers and general public with knowledge about issues involved in alcohol and drug abuse.

Intervention and rehabilitation programs as well as public policy paradigms are examined.

The student will be able to:

- E. become factually informed regarding the impact of alcohol and drug abuse.
- F. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- G. analyze the relationship between crime and drug and alcohol abuse.
- H. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

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

Matching course component(s):

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AREA VII - LIFELONG LEARNING

Introduction to problems of substance abuse.

History and classification of alcohol and drug abuse.

Equips human service workers and general public with knowledge about issues involved in alcohol and drug abuse.

Intervention and rehabilitation programs as well as public policy paradigms are examined.

The student will be able to:

- I. become factually informed regarding the impact of alcohol and drug abuse.
- J. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- K. analyze the relationship between crime and drug and alcohol abuse.
- L. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

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

Matching course component(s):

Introduction to problems of substance abuse.

History and classification of alcohol and drug abuse.

Equips human service workers and general public with knowledge about issues involved in alcohol and drug abuse.

Intervention and rehabilitation programs as well as public policy paradigms are examined.

The student will be able to:

- M. become factually informed regarding the impact of alcohol and drug abuse.
- N. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- O. analyze the relationship between crime and drug and alcohol abuse.
- P. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s):

Methods of Evaluation -

May include, but not limited to:

1. Class discussions
2. Active learning exercises
3. Oral presentations
4. Critical essay(s)
5. Examinations or quizzes.

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

- A. College level readings from primary and secondary sources.
- B. College level writing assignments based on primary and secondary source reflection and/or analysis.

The Sociology of Substance abuse

- 1. Gain knowledge of the substance abuse problems within a social framework.
 - a. sociological dynamics
 - b. economic dynamics
- 2. Identify Federal and State laws concerning the use and abuse of alcohol, narcotics and dangerous drugs.
 - . drugs, alcohol and crime
- 3. Gain knowledge of the work and methods of various control agencies organized to deal with substance abuse.
- 4. The Media and substance abuse.

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

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s):

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

Matching course component(s):

Introduction to problems of substance abuse.

History and classification of alcohol and drug abuse.

Equips human service workers and general public with knowledge about issues involved in alcohol and drug abuse.

Intervention and rehabilitation programs as well as public policy paradigms are examined.

The student will be able to:

- Q. become factually informed regarding the impact of alcohol and drug abuse.
- R. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- S. analyze the relationship between crime and drug and alcohol abuse.
- T. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

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

Matching course component(s):

Aspects of addiction

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1. Introduction to pharmacology and alcohol
2. The biology of drugs, alcohol and addiction
3. Drug and alcohol abuse as a way of thinking
4. Loss, grief, spiritualism and drug and alcohol abuse
5. Chronic alcohol abuse and addiction.
 - a. the contemporary context in treatment

L9. Use technology to analyze problems and create solutions.

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):

Methods of Evaluation -

May include, but not limited to:

- A. Class discussions
- B. Active learning exercises
- C. Oral presentations
- D. Critical essay(s)
- E. Examinations or quizzes.

The student will be able to:

- U. become factually informed regarding the impact of alcohol and drug abuse.
- V. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- W. analyze the relationship between crime and drug and alcohol abuse.
- X. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

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 -

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May include, but not limited to:

- F. Class discussions
- G. Active learning exercises
- H. Oral presentations
- I. Critical essay(s)
- J. Examinations or quizzes.

The student will be able to:

- Y. become factually informed regarding the impact of alcohol and drug abuse.
- Z. assess the limits of criminal sanctions in the control of alcohol and drug abuse.
- AA. analyze the relationship between crime and drug and alcohol abuse.
- BB. recognize that improved control of alcohol and drug abuse problems can only be obtained through more understanding and closer coordination of all human services agencies.

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: _____ PATRICIA GIBBS _____ Date: January 25, 2016

Division Curr Rep: K. Allison Lenkeit Meezan _____ Date: 2/9/16

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bernie Day, Andrew Lee, Leticia Serna

Comments:

Recommended for approval by subcommittee 3/2/16

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

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: SOC 40 - ASPECTS OF MARRIAGE AND FAMILY

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area VII - Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

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

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement *must* include *at least one* of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: SOC 40 - ASPECTS OF MARRIAGE AND FAMILY

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

Depth Map: Must include the following:

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

Matching course component(s):

Survey of empirical studies conducted by family sociologists from varied theoretical orientations.

Exposure to the methods of social research.

Relate large-scale societal influences to changes in marriage and divorce laws, legal changes protecting the rights of women, children and the elderly.

Evaluate cultural diversity as represented by distinct American subcultures maintaining unique marriage and family systems.

Traditional vs. Contemporary Marriage Patterns.

1. Cultural diversity: Black, Hispanic, Asian Marriage and Family Systems.
2. Two-Career Marriages.
3. Rituals, Customs and Expectations.
4. Parenting.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course component(s):

Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Critically analyze aspects of marriage and family.

Social Research.

1. Methods and Techniques employed.
2. Research Emphasis: Structural-functional and Symbolic Interactionists Schools.
3. Ethical Issues and Informed Consent.

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

Matching course component(s):

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Focus on social influences affecting the American expressions of intimate life styles related to relationships, marriage and family systems.

Relate large-scale societal influences to changes in marriage and divorce laws, legal changes protecting the rights of women, children and the elderly.

Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Account for theories explaining changes in marriage and divorce rates, patterns of sexual behavior, changes in family lifestyles, presence of alternative, non-marital living arrangements.

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

Matching course component(s):

Focus on social influences affecting the American expressions of intimate life styles related to relationships, marriage and family systems.

Account for theories explaining changes in marriage and divorce rates, patterns of sexual behavior, changes in family lifestyles, presence of alternative, non-marital living arrangements.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course component(s):

Exposure to the methods of social research.

Social Research.

1. Methods and Techniques employed.
2. Research Emphasis: Structural-functional and Symbolic Interactionists Schools.
3. Ethical Issues and Informed Consent

Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Demonstrate effective reading, writing, and critical thinking skills.

Critically analyze aspects of marriage and family.

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

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course component(s):

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

Matching course component(s):

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Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Account for theories explaining changes in marriage and divorce rates, patterns of sexual behavior, changes in family lifestyles, presence of alternative, non-marital living arrangements.

Evaluate cultural diversity as represented by distinct American subcultures maintaining unique marriage and family systems.

Traditional vs. Contemporary Marriage Patterns.

5. Cultural diversity: Black, Hispanic, Asian Marriage and Family Systems.
6. Two-Career Marriages.
7. Rituals, Customs and Expectations.
8. Parenting.

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

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):

Demonstrate effective reading, writing, and critical thinking skills.

Exposure to the methods of social research.

Social Research.

1. Methods and Techniques employed.
2. Research Emphasis: Structural-functional and Symbolic Interactionists Schools.
3. Ethical Issues and Informed Consent

Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Methods of Evaluation May include, but not limited to:

Class discussions

Active learning exercises

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AREA VII - LIFELONG LEARNING

Oral presentations
Critical essay(s)
Examinations or quizzes.

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):

Required Reading and Writing:
College level readings from primary and secondary sources.
College level writing assignments based on primary and secondary source reflection and / or analysis.

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):

Focus on social influences affecting the American expressions of intimate life styles related to relationships, marriage and family systems.

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):

Exposure to the methods of social research.

Social Research.

1. Methods and Techniques employed.
2. Research Emphasis: Structural-functional and Symbolic Interactionists Schools.
3. Ethical Issues and Informed Consent

Demonstrate a basic understanding of social research methods and techniques employed in studying aspects of marriage and family.

Required Reading and Writing:
College level readings from primary and secondary sources.
College level writing assignments based on primary and secondary source reflection and / or analysis.

Requesting Faculty: _____ PATRICIA GIBBS _____ Date: January 25, 2016

Division Curr Rep: K. Allison Lenkeit Meezan _____ Date: 2/9/16

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

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bernie Day, Andrew Lee, Leticia Serna

Comments:

Recommended for approval by subcommittee 3/2/16

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

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: PSME

Division Curriculum Committee Approval Date: 2/15/16

Course Number: C S 83B

Course Title: THEORY OF QUANTUM COMPUTING II

Justification for retaining the course:

Five Reasons Why C S 83B Should Be Granted an Extension of Two Years Rather than Suffering De-activation.

Michael Loceff

February 14, 2016

1. C S 83 Development and Prep Time is Measured in Years

In order to develop this sequence, I completed an MS in Physics at University of Washington, spent three months writing the CORs, and followed it all with almost two intensive years of prep. The latter was just for the first course, C S 83A. That time reflected the challenge of packaging the highly technical STEM content especially for the CC audience, something never done before. It resulted in a 700 page eText, 20+ videos and a fully-loaded online course that can be re-offered easily by other willing instructors. Repeating this for C S 83B will probably require an additional 18 months of prep time, which represents a second text, more videos, and a new Online shell design (whether by me, Loceff, or someone else).

2. C S 83A First Offering Was an Unqualified Success

The class closed in Fall 2015 with an initial seat count of 59. Despite the extensive math, physics and computer science, 29 students finished. By CS standards over the past years, this was breathtaking. That quarter, for example, my beginning C S 1A enrollment went from 71 to 34 (typical) and this quarter's C S 2A numbers has gone from 40 to 22 with drops yet to come. CS certainly wants to improve its success rate in all courses, but these figures demonstrate that *quantum computing* courses can be (and have been) made accessible to the student population we currently serve without adverse effect on retention.

3. Comments by Students

"Going through the last chapters while answering the final exam questions I couldn't stop thinking: did we really do all that? Why yes, we did."

"It's been incredible ... It's truly been the most challenging and rewarding class I've taken so far and I look forward to the next class in the series."

"The course has been wonderful and I cannot believe how much I've learned. Your textbook, the lectures, Paul's tutorials, and the inputs from my fellow students made the course just over the top! I am looking forward to the next course in the series, which I hope will happen soon."

"I remember first looking at the text and thinking 'Wow', that's 700 pages with a lot of mind-bending content. Thank you Professor for preparing a text with such bite-sized pieces, evenly paced content seasoned with your sense of humor. This is truly a remarkable course and I believe the diversity of students who participated are a testament to that."

4. The Sequence is a Great Fit for Foothill and Belongs at the CC Level

This is a rare bird. It seems to be too advanced for a community college, yet the math, physics and computer science are not only accessible to this population, but integrate STEM topics in a way rarely seen anywhere else. It provides our local and online population with a way to document their amazing STEM efforts to transfer universities and employers. *Quantum computing* will become an industrial reality sooner than many predict, and when it does, the vacuum for trained engineers will be profound if community colleges are not involved. Foothill will be nationally recognized for, yet again, being a leader in education at this level.

5. Announcing that 83B Is Not Currently Offered Is Enough

These are not CORE courses, and the students who want to take them will be advised by our instructors and counselors, who will receive updates about the availability. Students who gravitate toward these courses do not need them for transfer, even though they can be used to support transfer. Leaning on C S 83A for two more years while keeping C S 83B on the books, combined with advising interested students, is neither confusing nor misrepresentative of the Foothill offerings.

Next quarter(s) in which the course will be scheduled:

Spring 2019; and every Spring Quarter thereafter.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The C S 83A/B/C sequence first appeared in the College catalog for the 2014-2015 academic year. C S 83A has been offered once in Fall 2015 to date, and will likely be offered every Fall. Due to the large amount of preparation required for C S 83B and its highly technical nature, material for C S 83B will not be ready until Spring 2019. Foothill's current four-year deactivation schedule would require it to be deactivated in Spring 2018, so this represents just a one-year extension.

Going forward, the 2019-2020 academic year can see a regular cycle of C S 83A offered in the Fall and Winter, followed by C S 83B in the Spring quarters.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Division Curriculum Committee Approval Date: 2/22/16

Course Number: ENGL 7

Course Title: Native American Literature

Justification for retaining the course:

This course is part of a larger offering of “literatures of identity” courses – courses that provide in-depth exploration of the literatures created by and representative of specific cultural and/or ethnic groups (e.g., Asian American literature, African American Literature, Gay and Lesbian literature). The course, like other “literatures of identity” courses, speaks directly to the college’s commitment to diversity, adding an important cultural element for students — Literature of Native Americans from before America existed to the Present. Furthermore, it pairs with the college’s Native American Heritage Month, an important part of student campus life.

Next quarter(s) in which the course will be scheduled:

To align with Native American Heritage Month, the course will be offered in either Fall quarter, 2016, or Fall quarter, 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The English department has approved a 2-year “Lit Grid,” which is designed to offer literature courses on a 2-year cycle going forward. The Lit Grid is aligned with our AD-T and AA degrees. English 7 will be offered in an open “slot” that, per the Dean’s approval, may be used for “trial” courses. Jordana Finnegan, the instructor for the course, will explore options for marketing the course to increase enrollment.

Comments & Other Relevant Information for Discussion:

The English department is actively working to improve enrollments in its literature offerings, and going forward, should we be successful, we would want this course to be a part of those offerings. Because this class has cultural significance for students and the campus, in particular for the Native American Heritage Month, we do not want to deactivate the course. In addition, this course is currently on List C of our AD-T and AA

degree, a list that offers many options from which students may choose to complete their degree.

Lit Grid: 2016-2017

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 43A Brit Lit 1	ENGL 43B Brit Lit 2
CRWR 6 Intro CW	ENGL 14W Contemp WL	CRWR 6 Intro CW
ENGL 8W Children Lit	CRWR 39A Intro Short F	ENGL 5W Gay/Les Lit
ENGL 40 Asian Lit	ENGL 22 Women Writers	ENGL 31 Latino Lit
		ENGL 50C Tech Writing

ENGL 7 - Trial Course: one course per year on trial bases, offered at dean's (time)

2017-2018

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 45A Amer Lit 1	ENGL 45B Amer Lit 2
ENGL 11 Intro Poetry	ENGL 17 Intro Shakes	CRWR 6 Intro CW
ENGL 8W Children Lit	CRWR 41B Adv Poetry	ENGL 5W Gay/Les Lit
ENGL 18AWVampire Lit	ENGL 12 African Amer Lit	ENGL 24 Graphic Novel
		ENGL 50C Tech Writing

Trial Course: one course per year on trial bases, offered at dean's (time)

Green (List A)

Purple (List B)

Blue (List C)

Note: Engl 16: TBD

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Division Curriculum Committee Approval Date: 2/22/16

Course Number: ENGL 22

Course Title: Women Writers

Justification for retaining the course:

This course offers students an important opportunity to learn about the contributions of women writers to literature. Representing a specific perspective, it is part of a larger offering of literature electives that ensures students have access to and an opportunity to learn about well-rounded and diverse literary contributions. Furthermore, Women's Heritage Month is an important part of student life, and this course coordinates with that series of events, enriching student experience during that month/quarter (March/Winter).

Next quarter(s) in which the course will be scheduled:

The course will be offered Winter quarter, 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The English department has approved a 2-year "Lit Grid," which is designed to offer literature courses on a 2-year cycle going forward. The Lit Grid is aligned with our AD-T and AA degrees, and English 7 one of many elective courses which rotate based on student demand and teacher ability to teach.

Comments & Other Relevant Information for Discussion:

The English department is actively working to improve enrollments in its literature offerings, and going forward, should we be successful, we would want this course to be a part of those offerings. As a point of comparison, this course is offered at De Anza every quarter; with improve enrollments in its lit offerings, the English department anticipates that we will be able to offer this course with greater frequency. Because this class has cultural significance for students and the campus, in particular for the Women's Heritage Month, we do not want to deactivate the course. In addition, this course is currently on List C of our AD-T and AA degree, a list that offers many options from which students may choose to complete their degree.

Lit Grid: 2016-2017

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 43A Brit Lit 1	ENGL 43B Brit Lit 2
CRWR 6 Intro CW	ENGL 14W Contemp WL	CRWR 6 Intro CW
ENGL 8W Children Lit	CRWR 39A Intro Short F	ENGL 5W Gay/Les Lit
ENGL 40 Asian Lit	ENGL 22 Women Writers	ENGL 31 Latino Lit
		ENGL 50C Tech Writing

ENGL 7 - Trial Course: one course per year on trial bases, offered at dean's (time)

2017-2018

Fall	Winter	Spring
ENGL 47B World Lit 2	ENGL 45A Amer Lit 1	ENGL 45B Amer Lit 2
ENGL 11 Intro Poetry	ENGL 17 Intro Shakes	CRWR 6 Intro CW
ENGL 8W Children Lit	CRWR 41B Adv Poetry	ENGL 5W Gay/Les Lit
ENGL 18AWVampire Lit	ENGL 12 African Amer Lit	ENGL 24 Graphic Novel
		ENGL 50C Tech Writing

Trial Course: one course per year on trial bases, offered at dean's (time)

Green (List A)

Purple (List B)

Blue (List C)

Note: Engl 16: TBD

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts and Communication

Division Curriculum Committee Approval Date: 2/23/16

Course Number: LINC 70B

Course Title: WEB PAGE DESIGN II

Justification for retaining the course:

70B is part of a trio of family courses on web page design that is organized as a progression of sophistication and challenge from low (LINC 70), moderate (LINC 70A), and on to higher (LINC 70B).

Next quarter(s) in which the course will be scheduled:

Summer 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The LINC program is now using an academic year planning schedule for course scheduling to better track the sequence of courses and when they are offered.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts and Communication

Division Curriculum Committee Approval Date: 2/23/16

Course Number: LINC 80A

Course Title: MULTIMEDIA IN THE CLASSROOM I

Justification for retaining the course:

80A is part of a trio of family courses on using and making multimedia in the classroom. The courses are organized in progression of complexity from low (LINC 80), moderate (LINC 80A), and higher (LINC 80B).

Next quarter(s) in which the course will be scheduled:

Summer 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The LINC program is now using an academic year planning schedule for course scheduling to better track the sequence of courses and when they are offered.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts

Division Curriculum Committee Approval Date: 3-8-16

Course Number: MUS 7E

Course Title: HISTORY OF THE BLUES

Justification for retaining the course:

The Music Department has a series of Music History courses based on the survey class MUS 7, Contemporary Music Styles. These courses allow students to focus on specific areas studied in MUS 7. One of them is MUS 7D, The Beatles, and another is MUS 7E, The History of the Blues. The course MUS 7E should be retained because it is part of this series, and is a support course in the Music Major requirements.

Next quarter(s) in which the course will be scheduled:

Winter Quarter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

Historically MUS 7E has had a strong enrollment, is a popular elective, and provides the diversity and an in depth analysis that is core to the understanding of American music. The plan for a regular cycle will also depend on the future of the ADT, it could be offered in fall, winter, spring or summer.

Comments & Other Relevant Information for Discussion:

This course should remain as an option for music majors or as a course to fulfill the general education requirement. I hope to be offering MUS 7E in the winter quarter of 2017 as part of my Article 19 assignment.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts & Communication

Division Curriculum Committee Approval Date: 2-23-16

Course Number: MUS 11C

Course Title: Salsa & Latin Jazz

Justification for retaining the course:

This course was initially written and approved in 2009, when Mark Anderson became the Dean. Subsequently, no one stepped up to create course materials, but now that he is returning to faculty, he plans on writing course materials in line with MUS 11A/Jazz & Swing, 11B/Funk, Fusion & Hip Hop to complete the series on jazz-based American music.

Next quarter(s) in which the course will be scheduled:

Spring 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

Fall: MUS 11A, Winter: MUS 11B, Spring: MUS 11C

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts

Division Curriculum Committee Approval Date: 3-8-16

Course Number: MUS 41

Course Title: LIVE MUSIC PERFORMANCE WORKSHOP

Justification for retaining the course:

The Music Department is currently working hard to offer an ADT in music. MUS 41 is a course that needs to be part of this ADT. It is a requirement for students to have a substantial interactive performing experience for the degree. It is vital that we retain MUS 41 and it not be de-activated. Not being able to offer an ADT will seriously jeopardize our whole AA degree in music and cause our classes to be classified as "Stand-Alone".

Next quarter(s) in which the course will be scheduled:

Fall of 2016, Winter 2017, Spring 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan for a regular cycle of offering this course is dependent upon the ADT. Traditionally, the course was offered Fall, Winter, and Spring quarters so that students could complete the required two years' participation in an interactive performing experience for the degree.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: BSS

Division Curriculum Committee Approval Date: 2/22/16

Course Number: PHIL 11

Course Title: Philosophy of Art (Currently pending as *Philosophy of Art and Aesthetics*)

Justification for retaining the course:

The course was in need of significant revision. It has received an extensive revision and is currently in "Review 1" of the curriculum approval process. Mary Vanatta has indicated that it will be reviewed after the June 17th deadline for inclusion in the 2017-2018 catalog.

Next quarter(s) in which the course will be scheduled:

Fall 2017.

Please briefly explain the Division's plan for a regular cycle of offering this course:

We will make this a yearly course at first and offer it with greater frequency once we have built interest.

Comments & Other Relevant Information for Discussion:

We are postponing the offering of this course until the new course outline is approved for the catalog, and is CID and IGETC approved and articulated.

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts, Kinesiology & Communications

Division Curriculum Committee Approval Date: 2-23-16

Course Number: PHOT 68C

Course Title: Studio Lighting Topics in Photography

Justification for retaining the course:

This course is still being offered as a part of the support courses for the A.A. degree in Photography and Certificates of Achievement in Photography, Achievement in Traditional Photography, and Achievement in Digital Photography

Next quarter(s) in which the course will be scheduled:

Fall 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We intend to offer this course every other year.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Fine Arts

Division Curriculum Committee Approval Date: 2-23-16

Course Number: PHOT 68F

Course Title: EXHIBITION TOPICS IN PHOTOGRAPHY

Justification for retaining the course:

This class enhances our professional practices classes. It has not been used recently due to repeatability and class family issues, but will be used in the near future.

Next quarter(s) in which the course will be scheduled:

Winter or Spring 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

This is a restricted support course for the AA degree in Photography and Certificate of Achievement in Photography. It will likely be offered every other year going forward to supplement the Professional Practices in Photography Class (also taught biannually)

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: BHS

Division Curriculum Committee Approval Date: 2/19/2016

Course Number: R T 71

Course Title: ADV CLINICAL EXPER:MRI

Justification for retaining the course:

This course needs to remain active to allow the program to meet the dynamic needs of our clinical affiliates as well as our graduates. Multi-modality expertise is becoming a requirement for employment. This course allows graduates of the program who have earned their national ARRT certification and state license to pursue certification in MRI. This increases their potential for employment.

Next quarter(s) in which the course will be scheduled:

We are working toward offering this course during the 2017-2018 school year. Time is needed to develop the regional model and the course needs to be scheduled as soon as that work is complete.

Please briefly explain the Division's plan for a regular cycle of offering this course:

This course needs to remain active as the program is actively working with the BACCC and local RT Programs on a potential regional model to address advanced modality training in MRI.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Language Arts

Division Curriculum Committee Approval Date: 2/22/16

Course Number: SPAN 10A

Course Title: Spanish for Heritage Speakers

Justification for retaining the course:

Span 10 A is part of ADT and AA degree. This course has not been offered because of our declining enrollment. Since our numbers have turned around due to higher enrollment in online and hybrid courses, we are going to offer it next Winter, as a hybrid course.

Next quarter(s) in which the course will be scheduled:

Winter 17

Please briefly explain the Division's plan for a regular cycle of offering this course:

No plans yet. It will depend on the success of the course.

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
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Division: Language Arts

Division Curriculum Committee Approval Date: 2/22/16

Course Number: SPAN 111

Course Title: Elementary Spanish Conversation II

Justification for retaining the course:

Spanish 111 is the second part of a two-course sequence. Currently, Spanish 110 is schedule during Spring 2016 for the first time. Depending on the success and demand for this course we are planning to offer Spanish 111 next academic year.

Next quarter(s) in which the course will be scheduled:

Fall 2016.

Please briefly explain the Division's plan for a regular cycle of offering this course:

It would depend on the success of 110 and the demand

Comments & Other Relevant Information for Discussion:

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 121

Course Title: Introduction to Residential Plumbing, Safety & Tools

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 122

Course Title: Residential Drainage Systems

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 123

Course Title: Residential Gas & Water Installations

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 124

Course Title: Mathematics for Residential Plumbing

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 125

Course Title: Residential Blueprint Reading

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 126

Course Title: Residential Piping Layout & Installation; Residential Fixtures

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 127

Course Title: Residential Plumbing Code

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 128

Course Title: Residential Gas Installations; Service Work

Justification for retaining the course:

There has been a recent increase in the demand for training new Residential Plumbing apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APPT 181

Course Title: Steam Fitting & Rigging General Course

Justification for retaining the course:

There has been a recent increase in the demand for training new Steamfitter apprentices by our signatory employers.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every fall semester over the next 4 years.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 111

Course Title: Computer Literacy for Trade Apprentices (Optional)

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 144A

Course Title: Introduction to Marine Sheet Metal Training for Apprentices I

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 144B

Course Title: Introduction to Marine Sheet Metal Training for Apprentices II

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 151A

Course Title: Intermediate Marine Sheet Metal Training for Apprentices I

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 155A

Course Title: Safety & Tools for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 155B

Course Title: Blueprint Reading for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 156A

Course Title: Welding for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: APRT 156B

Course Title: Measuring, Drawing & Lifting Devices for Sheet Metal Siding & Decking Apprentices

Justification for retaining the course:

There has been a recent increase in the demand for training new Sheet Metal apprentices by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101B

Course Title: ETC Review: Test Instruments

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Fall 2016

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Fall 2016.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101C

Course Title: ETC Review: AC/DC Generators

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Winter 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101D

Course Title: ETC Review: Pipe Bending

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Winter 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101E

Course Title: ETC Review: Grounding & Bonding

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Winter 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101F

Course Title: ETC Review: Blueprint Reading

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Winter 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101G

Course Title: ETC Review: Professional Relations

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Spring 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Spring 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101H

Course Title: ETC Review: Specialty Systems

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Spring 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Spring 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: CE 101I

Course Title: Electrician Training Certification: NEC Update

Justification for retaining the course:

Certified electricians in the State of CA have to be certified to work in their field. They have to take these CE 101 series of courses to legally work in the state by law. We would like to maintain these courses in our system as we are planning to offer them in the near term.

Next quarter(s) in which the course will be scheduled:

Spring 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

The plan is to offer the course every semester starting in Spring 2017.

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 101A

Course Title: Basic Electricity for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 101B

Course Title: Advanced Electricity for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 102B

Course Title: Advanced Refrigeration for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 103A

Course Title: Air Distribution for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 103B

Course Title: Refrigeration Theory for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 152A

Course Title: HVAC Basic Systems for Sheet Metal Journeypersons

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 153B

Course Title: Temperature Measurement Instruments & Duct Systems for Journeypersons

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 154

Course Title: Reciprocating Refrigeration

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 155A

Course Title: Basic Electricity for Sheet Metal A/C

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 157

Course Title: Hazardous Materials Training for the Trades

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 158

Course Title: Hazardous Materials Recertification for the Trades

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 165

Course Title: Pre-Apprenticeship Introduction to Sheet Metal

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 166A

Course Title: Marine Sheet Metal Training for Non-Apprentices I

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 166B

Course Title: Marine Sheet Metal Training for Non-Apprentices II

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 168A

Course Title: Journey-Level Digital Systems I

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 168B

Course Title: Journey-Level Digital Systems II

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 169A

Course Title: Field Measurement & Layout for Sheet Metal Journeymen I

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 170A

Course Title: Advanced Sheet Metal Service I

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 170B

Course Title: Advanced Sheet Metal Service II

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 171D

Course Title: Specialized CAD for Sheet Metal Journeypersons IV

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 172A

Course Title: Electrical System Operation Controls & Devices for Journeypersons

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 172B

Course Title: HVAC Testing & Balancing Procedures for Journeypersons

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Foothill College
College Curriculum Committee
Course Deactivation Exemption Request

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Division: Business and Social Sciences

Division Curriculum Committee Approval Date: 3/8/2016

Course Number: JRYM 173A

Course Title: Air Distribution & Manufacturing Systems for Journeypersons

Justification for retaining the course:

There has been a recent increase in the demand for training Sheet Metal journeypersons by our signatory contractors.

Next quarter(s) in which the course will be scheduled:

Winter 2017

Please briefly explain the Division's plan for a regular cycle of offering this course:

We anticipate running this course every winter semester over the next 4 years

Comments & Other Relevant Information for Discussion:

None

Items for Consideration to Aid in Cross Listing Course Discussion
College Curriculum Committee

What is the value to students when considering cross listing a course? Are there potential negative effects?

Possible enrollment consequences when cross listing a course (splitting students up into more than one course).

The possibility of helping students meet a specific discipline requirement.

The need for multiple courses (with a shared outline) to be updated during our curriculum cycle.

Needing to keep track of more courses when reviewing degree/program curriculum.

Cross listing courses may help students meet the two disciplines requirement for CSU Area D.