

**College Curriculum Committee Meeting Agenda**  
**Tuesday, January 21, 2020**  
**2:00 p.m. – 3:30 p.m.**  
**President's Conference Room**

<b>Item</b>	<b>Action</b>	<b>Attachment(s)</b>	<b>Presenter(s)</b>
1. Minutes: December 3, 2019	Action	#1/21/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Web Browser Issues with C3MS d. CourseLeaf Update e. New PCAH	Information	#1/21/20-2-13 #1/21/20-14	Kuehnl  Vanatta Starer Vanatta
4. Consent Calendar a. GE Applications	Action	#1/21/20-15-17	Kuehnl
5. Stand Alone Approval Request: R T 75	2nd Read/ Action	#1/21/20-18	Kuehnl
6. Cross-List Request: R T 75 & DMS 51A	Action	#1/21/20-19	Kuehnl
7. GE Subcommittees	Discussion		Starer
8. Honors Course Prerequisite	Discussion		Kuehnl
9. Improving our Curriculum Model	Discussion		Kuehnl
10. Good of the Order			Kuehnl
11. Adjournment			Kuehnl

**Consent Calendar:**

Foothill General Education (attachments #1/21/20-15-17)

*Area I—Humanities: HUMN 1H, 5H*

*Area IV—Social & Behavioral Sciences: SOC 45*

**Attachments:**

- #1/21/20-1 Draft Minutes: December 3, 2019
- #1/21/20-2 New Course Proposal: APPT 113
- #1/21/20-3 New Course Proposal: APPT 115
- #1/21/20-4 New Course Proposal: APPT 118
- #1/21/20-5 New Course Proposal: ART 4J
- #1/21/20-6 New Course Proposal: PHED 401
- #1/21/20-7 New Course Proposal: PHED 402
- #1/21/20-8 New Course Proposal: PHED 403
- #1/21/20-9 New Course Proposal: PHED 404
- #1/21/20-10 New Course Proposal: PHED 405
- #1/21/20-11 New Course Proposal: PHED 406
- #1/21/20-12 New Course Proposal: PHED 407
- #1/21/20-13 New Course Proposal: PHED 408
- #1/21/20-14 CCC Notification of Proposed Requisites
- #1/21/20-18 Stand Alone Course Approval Request: R T 75
- #1/21/20-19 Cross-Listed Course Approval Request: R T 75 & DMS 51A

## **2019-2020 Curriculum Committee Meetings:**

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
<del>10/8/19</del>	1/21/20	4/21/20
<del>10/22/19</del>	2/4/20	5/5/20
<del>11/5/19</del>	2/18/20	5/19/20
<del>11/19/19</del>	3/3/20	6/2/20
<del>12/3/19</del>	3/17/20	6/16/20

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

## **2019-2020 Curriculum Deadlines:**

- ~~12/1/19~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/19~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 2/18/20 Deadline to submit local GE applications for 2020-21 catalog (Faculty/Divisions).
- 2/18/20 Curriculum Sheet updates for 2020-21 catalog (Faculty/Divisions).
- 6/1/20 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD COR/Title 5 updates for 2021-22 catalog (Faculty/Divisions).
- Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

## **Distribution:**

Micaela Agyare (LIBR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Isaac Escoto (AS President), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Sara Seyedin (Acting Dean, BSS), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

**COLLEGE CURRICULUM COMMITTEE**

Committee Members – 2019-20

Meeting Date: 1/21/20Co-Chairs (2)

<input checked="" type="checkbox"/>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehnleric@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7179	Interim Associate Vice-President of Instruction	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Stephanie Chan		LA	chanstephanie@fhda.edu
<input checked="" type="checkbox"/>	Mark Ferrer		SRC	ferrermark@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<input checked="" type="checkbox"/>	Allison Herman	7460	LA	hermanallison@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@fhda.edu
<input type="checkbox"/>	Dokesha Meacham	7211	CNSL	meachamdokesha@fhda.edu
<input checked="" type="checkbox"/>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<input checked="" type="checkbox"/>	Ché Meneses	7015	FA	menesesche@fhda.edu
<input checked="" type="checkbox"/>	Brian Murphy		APPR	brian@pttc.edu
<input checked="" type="checkbox"/>	Ron Painter		PSME	painterron@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Matt Stanley	7222	KA	stanleymatthew@fhda.edu
<input checked="" type="checkbox"/>	Ram Subramaniam	7472	Dean—BH & PSME	subramaniamram@fhda.edu
<input type="checkbox"/>	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>			ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Taylor Johnson, Chris Allen, Owen Flannery, Debbie Lee

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**College Curriculum Committee  
Meeting Minutes  
Tuesday, December 3, 2019  
2:00 p.m. – 3:30 p.m.  
President’s Conference Room**

<b>Item</b>	<b>Discussion</b>
1. Minutes: November 19, 2019	<p>PSME rep requested amendment to clarify comments made during Requisite Recency discussion, regarding suggestion to add guidelines to syllabus not being “appropriate”—rep doesn’t disagree with including guidelines on the syllabus, but does not believe that doing so solves the problem on its own. Vanatta will amend the minutes to clarify.</p> <p><b>Approved by consensus, with amendment.</b></p>
2. Report Out from Division Reps	<p><b>Speaker: All</b>                      Articulation: No updates to report.                       Counseling: No updates to report.                       Fine Arts: No updates to report.                       Library: No updates to report.                       PSME: No updates to report.                       Language Arts: Spanish dept. working on new certificate, and new course in Spanish for traveling.                       Kinesiology: Recent discussions regarding teaching physical activity courses online; other colleges already doing so. For example, students complete activities on their own and submit proof electronically to faculty. Asked if would need to create new courses or simply update current courses for DE approval—consensus is to update current courses. Fine Arts rep noted similar situation when Art dept. began offering studio art courses online. Gilstrap suggested looking at CORs at other colleges that are already offering online activity courses; other Fine Arts rep suggested faculty speak with Foothill Committee on Online Learning (COOL).                       BSS: Child Development dept. working on new courses and related certificate in nanny education. Starer noted frequent requests by au pair organizations for curriculum.                       Apprenticeship: No updates to report.                       Vanatta noted that deadlines have been set for curriculum sheet updates and Foothill GE applications for the 2020-21 catalog; both will be Feb. 18th.</p>
3. Announcements a. Notification of Proposed Requisites	<p><b>Speaker: Eric Kuehnl</b>                      New prereqs for ACTG 54, R T 75, effective summer 2020 quarter. Please share with your constituents. No comments.</p>
4. Stand Alone Approval Request: JRYM 105	<p><b>Speaker: Eric Kuehnl</b>                      Second read of Stand Alone Approval Request for JRYM 105. No comments.                       Motion to approve <b>M/S</b> (Murphy, Francisco). <b>Approved.</b></p>
5. Stand Alone Approval Request: JRYM 106	<p><b>Speaker: Eric Kuehnl</b>                      Second read of Stand Alone Approval Request for JRYM 106. No comments.</p>

	<p>Motion to approve <b>M/S</b> (Murphy, Francisco). <b>Approved.</b></p>
<p>6. Stand Alone Approval Request: R T 75</p>	<p><b>Speaker: Eric Kuehl</b>          First read of Stand Alone Approval Request for R T 75. Will be permanently Stand Alone. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>7. Awarding Local Apprenticeship AS Degree</p>	<p><b>Speakers: Brian Murphy, Paul Starer, Apprenticeship guests</b>          Guests present for discussion: Appr. dean Chris Allen; Appr. faculty Erica Paul; Appr. students Sabrina Sharp and Daniel Mercer; BSS faculty Patricia Gibbs. Starer explained that discussion is to give background on Plumbing Technology Apprenticeship program involved in current GE mapping process; noted that this information should have been brought to CCC ahead of GE applications that are already approved, hopes that today's presentation rectifies that.</p> <p>Appr. rep provided overview of organization—belongs to national organization, United Association (UA), doing commercial and industrial work for companies (e.g., Google, NASA, Intel), incl. plumbing, heating and cooling systems, water supply systems. UA also works to assist communities (e.g., Flint, MI water crisis). Local 393 serves Santa Clara and San Benito counties. Pipe Trades Training Center opened in 1961; since 1980s has been the primary local training center in the Bay Area. In addition to apprenticeship, offers continuing education (i.e., journey person) classes. Current focus on technology (e.g., CAD), water quality and purification. Only center to offer certain types of training, such as project management courses approved today. Offers student council experience; community service required for students (e.g., Toys for Tots, Sacred Heart); members active in city council meetings on behalf of communities. Currently about 400 apprentices, plus 100 residential/journey person students. Recently invested \$1M in partnership with National Occupational Competency Testing Institute (NOCTI) to fully develop curriculum; achieved accreditation for program from Council on Occupational Education. Students must pass entrance exam (75% or better) developed by NOCTI; toughest local to get into. Appr. program is five years long—two nights of class per week, plus 880 hours per semester of on-the-job training (min. of 8800 total hours required to graduate). Plumbers also need certain certifications and must pass Santa Clara County Competency exam. Main benefits of program are 100% school-to-job rate, zero-cost education, free continuing education for members. Local 393 is 4th highest paid local in the US. Sense of community within union; Appr. rep shared personal stories.</p> <p>Paul shared personal story, related to benefits of earning associate degree and opportunities it brought. Career in construction led to her working at Local 393 as an instructor and in developing curriculum. Noted recent building trend in the Bay Area bringing increased opportunity for union members. Displayed stack of textbooks used by students to learn all aspects of the trade; described the building process of a new hospital. Stressed the incredible need for safety and high-quality work required for hospitals and other new buildings. Advocated on behalf of students for opportunity to achieve associate degree from Foothill. Mercer is a third-year student—shared personal story, including how much he enjoys directly applying what he's learning to on-the-job work. Appreciates diversity of student body and the communication and leadership skills he's gained; associate degree would help enable him to explore leadership roles and achieve personal goal of earning a degree. Sharp is a fifth-year student—shared personal story; noted that plumbing also covers plumbing for dangerous gasses, not just water. Noted that program also offers opportunity to learn large-scale plumbing design (i.e., for a large campus,</p>

	<p>not simply a single building). Believes being able to earn an associate degree would increase acknowledgment from those outside the trade of the importance of students' work.</p> <p>Allen noted Foothill's innovation in BS degree program; opportunity to innovate by offering associate degrees for Appr. students. Starer encouraged the group to ask questions. BSS rep noted difference between US and international degrees, regarding breadth (e.g., GE requirements); asked how Appr. program would satisfy GE requirements—Starer explained current process to map Appr. program curriculum with Foothill GE areas; as opposed to course-to-course mapping, students fulfill GE throughout completion of the full program. PSME rep expressed concern regarding our GE reciprocity agreements with other CCs, and how this GE mapping may affect Appr. students who wish to transfer their degree to another college. Gilstrap noted that our agreement is among eight CCs in the region; explained potential issue of other college reviewing transcript and not seeing GE courses listed—could result in their simply not accepting GE fulfillment, but could also result in their not accepting associate degree in general. Gibbs involved in GE mapping project; noted that innovation can mean leaving behind the old way of doing things, as well as taking risks by moving forward. Stressed that the mapping process has demonstrated to her clear evidence that Appr. students are being taught necessary content; concerned that we would be treating Appr. curriculum and students differently by not fully exploring options regarding GE and otherwise. Starer acknowledged PSME rep's concerns; noted we cannot control actions by receiving institutions and believes that risk is worthwhile. Believes this is part of a wider trend, related to credit for prior learning, and that colleagues at other colleges will be open to discussing any concerns with us. Sees this as similar to our BS degree program, with Foothill serving as leaders and role models in the CC community. Subramaniam noted his work on GE mapping and ease with which curriculum could be mapped. Appr. rep noted unlikely that Appr. students would want to transfer associate degree to another college; more likely to use degree later in career to help achieve leadership role within trade. Gilstrap clarified his support in moving forward; wants to ensure that details regarding articulation included in the process.</p>
<p>8. Honors Course Prerequisite</p>	<p><b>Speakers: Susie Huerta, Voltaire Villanueva</b>          Huerta and Villanueva, from Foothill Honors Institute, provided presentation. Villanueva gave overview of previous application process for honors program. Recent change (effective winter 2019 quarter) to no entry criteria for program; however, honors prerequisite ("Honors Institute participant") on honors courses blocks students from enrolling unless program staff enter code in Banner. Hundreds of students per year must be coded. Gave overview of exit criteria for honors scholars; among benefits are designation on transcript, preferential admissions review at certain colleges. Students submit application and state that they will not participate in academic dishonesty; students are monitored throughout the program. Honors Institute would prefer students be able to enroll in honors courses without needing to complete extra step (e.g., prereq), making courses open access. Subramaniam noted need for Content Review submission for requisites—Villanueva believes this prereq was specifically created to prevent students from unintentionally enrolling in honors course.</p> <p>BSS rep asked for history on program entry criteria—Villanueva noted research done last year, which exposed inequities in program, resulting in move to make it open access. Other BSS rep noted potential unintended consequence of student enrolling in honors course if non-honors version is full; noted faculty push for Banner to alert students who enroll in online/hybrid courses and wondered if similar alert could be implemented for honors courses. Huerta noted requirement for honors students to check</p>

	<p>in with counselors on a quarterly basis—BSS rep noted that requirement is for honors scholars, but students who inadvertently enroll would not necessarily adhere to that. Villanueva noted state-wide trend for honors programs to be open access; provided examples from a few other CCs. BSS rep asked if change in entry criteria has resulted in any significant differences—Honors Institute working with Institutional Research to gather data and see if there have been any impacts. Hoping to create learning community for honors students, which data will help influence. Starer asked if other CCs mentioned have similar agreements with four-year colleges as Foothill (e.g., UCLA)—yes, looking at peer schools, especially those with same agreement with UCLA, which is very popular with students. Hueg asked if all honors courses have footnotes in the online schedule—yes, with information regarding contacting Honors Institute staff. Gilstrap noted that removing honors prereq from a course will result in his needing to resubmit course for articulation (C-ID, UC TCA, IGETC, etc.); concerned that articulation issues may arise.</p>
9. Good of the Order	
10. Adjournment	<b>3:30 PM</b>

**Attendees:** Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Stephanie Chan (LA), Marnie Francisco (PSME), Patricia Gibbs (guest—faculty, BSS), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Kurt Hueg (Dean, BSS), Susie Huerta (guest—Honors Institute), Eric Kuehnl (Faculty Co-Chair), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Daniel Mercer (guest—student, APPR), Brian Murphy (APPR), Ron Painter (PSME), Erica Paul (guest—faculty, APPR), Sabrina Sharp (guest—student, APPR), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (guest—Honors Institute)

**Minutes Recorded by:** M. Vanatta

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

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

**Faculty Author:** Jonathan Clark

**Proposed Number:** APPT 113

**Proposed Units:** 2.5

**Proposed Hours:** 54 hours total per quarter: 36 hours lab & 18 hours lecture

**Proposed Transferability:** None

**Proposed Title:** Residential Systems: Waste, Water & Gas; Installation Techniques

**Proposed Catalog Description & Requisites:** In this course the student will dive deep into the functions of each specific system type. The student will learn the theory behind how each system operates and why, the differing types of materials used for each type of system, and the various types of joining methods associated with each type of material. The student will be required to complete various hands on projects for each type of system and material as well to get a complete understanding of how these systems are built in the field.

**Proposed Discipline:** Plumbing

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

Residential Plumbing Certificate

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College**  
**College Curriculum Committee**  
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**Faculty Author:** Jonathan Clark

**Proposed Number:** APPT 115

**Proposed Units:** 2.5

**Proposed Hours:** 54 hours total per quarter: 36 hours lab & 18 hours lecture

**Proposed Transferability:** None

**Proposed Title:** Design & Sizing of Waste, Water & Gas Systems

**Proposed Catalog Description & Requisites:** In this course the student will learn how to take a residential floor plan and design a system for Waste, Water, or Gas to meet the demand of each plumbing fixture. They will be able to do so in a way that is the most efficient and requires the least amount of time and materials. The student will also be able to correctly size each system to meet the requirements of the current Plumbing Code.

**Proposed Discipline:** Plumbing

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

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

Residential Plumbing Certificate

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

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**Faculty Author:** Jonathan Clark

**Proposed Number:** APPT 118

**Proposed Units:** 2.5

**Proposed Hours:** 54 hours total per quarter: 36 hours lab & 18 hours lecture

**Proposed Transferability:** None

**Proposed Title:** Residential Foreman Training

**Proposed Catalog Description & Requisites:** In this course the student will learn how to succeed in a leadership role on a jobsite. They will learn how to plan a job schedule from start to finish, mobilize and demobilize and job, manage man power, take off and order material, manage material deliveries and logistics, submit RFI requests, submit and maintain daily logs and paperwork, and do a job close out. The student will also learn about communication styles and effective leadership in order to be able to run a crew on a jobsite.

**Proposed Discipline:** Plumbing

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

Residential Plumbing Certificate

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College  
College Curriculum Committee  
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**Faculty Author:** Hilary Gomes

**Proposed Number:** ART 4J

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours laboratory

**Proposed Transferability:** CSU/UC

**Proposed Title:** Figure Modeling

**Proposed Catalog Description & Requisites:**

This hands-on studio figure life-modeling and intermediate level drawing course allows students to develop personal and expressive interpretations of the nude human form using modeling clay and armatures and anatomy drawing. The principles and concepts of human proportion, bone structure, gesture, muscular form, additive and subtractive sculpting methods, geometry and balance will be explored from life models and anatomy sources.

**Proposed Discipline:** Art

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

This would be a restricted support course for our Foothill College Certificate of Achievement in Art and as a proposed elective restricted support sculpture course for the AD-T Studio Art for Transfer Degree.

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:** This will not impact any other department. We do not offer any other figure modeling class.

**Comments & Other Relevant Information for Discussion:** We need alternatives for sculpture options for our Art certificate of achievement. We would also like to add options for restricted elective courses for our AD-T Studio Art for Transfer Degree. Please note San Jose State University offers Figure Modeling as a lower division course in the ceramic department. Figure modeling is also offered on campus and online at the Academy of Art University.

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**Instruction Office:**

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Number assigned:

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**Foothill College  
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New Course Proposal**

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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 401

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Principles of Strength Fitness for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity though engaging in a safe and appropriate strength fitness program. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 402

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Functional Movement, Balance & Mobility Training for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in safe and appropriate functional movement, balance and mobility training program. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

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

**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 403

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Stretching & Postural Exercise for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate stretching and postural exercise program. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 404

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Principles of Aquatic Exercise for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through engaging in a safe and appropriate aquatic exercise program. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 405

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Introduction to Fitness Walking for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps toward maintaining independence in daily activity through engaging in a safe and appropriate fitness walking program. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

Date presented at CCC:

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**Foothill College  
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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 406

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Physical Activity & Mental Focusing for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in physical strengthening and mental focusing activity. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

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**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 407

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Creative Dance Expression for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity while expressing their creativity through participation in various dance styles. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

Date presented at CCC:

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**Foothill College  
College Curriculum Committee  
New Course Proposal**

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

**Faculty Author:** Rita O'Loughlin

**Proposed Number:** PHED 408

**Proposed Units:** 0 (noncredit)

**Proposed Hours:** 3 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Agility & Eye Hand Coordination Activity for the Older Adult

**Proposed Catalog Description & Requisites:**

Designed to provide the student the opportunity to take steps towards maintaining independence in daily activity through learning and participating in agility and eye hand coordination activity. The physical and mental changes that occur later in life will be addressed.

**Proposed Discipline:** Physical Education

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

*Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: \_\_\_\_\_ Date: \_\_\_\_\_*

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

n/a

**Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:**

No

**Comments & Other Relevant Information for Discussion:**

Applicable areas of non-credit instruction per Ed. Code 84757: Course for Older Adults

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**Instruction Office:**

Date presented at CCC:

Number assigned:

### CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
D A 73: Dental Assisting Supervised Clinic	C. Miyasaki	Prereq: D A 51A (Introduction to Chairside Dental Assisting)	Ongoing
RSPT 51C: Patient Assessment & Pulmonary Disease	B. Hanning	Prereq: BIOL 41 (Microbiology)	Ongoing
RSPT 61A: Adult Mechanical Ventilation	B. Hanning	Prereq: RSPT 50C (Therapeutics & Introduction to Mechanical Ventilation)	Ongoing
RSPT 61A: Adult Mechanical Ventilation	B. Hanning	Prereq: RSPT 51C (Patient Assessment & Pulmonary Disease)	Ongoing
SPAN 111: Elementary Spanish Conversation II	J. Rivera-Montanez	Prereq: SPAN 110 (Elementary Spanish Conversation I)	Ongoing

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: HUMN 1H Honors Cultures, Civilizations and Ideas: The Ancient World

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

# General Education Review Request

## AREA I - HUMANITIES

**Course Number & Title:** HUMN 1H Honors Cultures, Civilizations and Ideas: The Ancient World

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

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

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

#### Matching course component(s):

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

#### Matching course component(s):

Course Objectives:

The student will be able to:

B. stimulate curiosity about intellectual and artistic life.

D. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

Course Content:

D. The Greek World

E. The Roman Empire

F. Ancient Civilization of India and China

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

#### Matching course component(s):

Course Objectives:

The student will be able to:

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

G. analyze cultural production as both instruments of social control and ideological change.

I. think through moral and ethical problems and to examine one's own assumptions.

Course Content:

B Early River Valley Civilizations

C. Mesoamerica

G. The Flowering of World Religion

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

#### Matching course component(s):

Course Objectives:

The student will be able to:

A. engage in critical, creative, and independent thinking.

B. stimulate curiosity about intellectual and artistic life.

C. broaden perspectives on the diversity and dilemmas of human experience and knowledge.

D. apply critical approaches to the analysis of various modes of cultural production in relation to the political, economic, social, and religious context of the time.

E. explain the relationship between art, social organization and political institutions in both Western and non-Western contexts.

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

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

the contemporary world.

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

- A. Systematic and continuous participation in the course
- B. Three or more one-page response papers.
- C. Development of research project in the representation of the modern world.
- D. Demonstration of critical, analytical research and writing skills.
- E. Final examination.

Method of Instruction:

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

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Course Content:

- G. The Flowering of World Religion

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

**Matching course component(s):**

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

**Matching course component(s):**

Course Objectives:

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

The student will be able to:

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

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

**Matching course component(s):**

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

- A. Systematic and continuous participation in the course
- B. Three or more one-page response papers.
- C. Development of research project in the representation of the modern world.

Method of Instruction:

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

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

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

Method of Instruction:

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

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

**Matching course component(s):**

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

A. Systematic and continuous participation in the course

B. Three or more one-page response papers.

C. Development of research project in the representation of the modern world.

Method of Instruction:

B. Discussion

C. Cooperative learning exercises

D. Oral presentations

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

A. engage in critical, creative, and independent thinking.

B. stimulate curiosity about intellectual and artistic life.

H. develop the habit of learning and responding to new ideas and challenges.

I. think through moral and ethical problems and to examine one's own assumptions.

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

Course Content:

D. The Greek World

G. The Flowering of World Religion

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

**Matching course component(s):**

Requesting Faculty: Falk Cammin Date: February 3, 2019

Division Curriculum Rep: Bill Ziegenhorn Date: February 25, 2019

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Carolyn Brown, Kella Svetich, Hilary Gomes

Recommended for Approval: X Not Recommended for Approval:        Date: Dec 1, 2019

In the box below, please provide rationale regarding the subcommittee's recommendation:

This class fulfills all requirements for GE.

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

**FOR USE BY CURRICULUM OFFICE:**

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

# General Education Review Request

## AREA I - HUMANITIES

Course Number & Title: HUMN 5H Honors Cultures, Civilizations and Ideas: The Modern World

### Breadth Criteria:

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

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

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

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

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

### Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

# General Education Review Request

## AREA I - HUMANITIES

**Course Number & Title:** HUMN 5H Honors Cultures, Civilizations and Ideas: The Modern World

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

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

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

### Matching course component(s):

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

### Matching course component(s):

Course Objectives:

The student will be able to:

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

Course Content:

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

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

### Matching course component(s):

Course Objectives:

The student will be able to:

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

Course Content:

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

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

### Matching course component(s):

Course Objectives:

## General Education Review Request

### AREA I - HUMANITIES

The student will be able to:

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

- A. Systematic and continuous participation in the course
- B. Three or more one-page response papers.
- C. Development of research project in the representation of the modern world.
- D. Demonstration of critical, analytical research and writing skills.
- E. Final examination.

Method of Instruction:

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

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Course Content:

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

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

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

**Matching course component(s):**

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

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

**Matching course component(s):**

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

- A. Systematic and continuous participation in the course
- B. Three or more one-page response papers.
- C. Development of research project in the representation of the modern world.

Method of Instruction:

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

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

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

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

Method of Instruction:

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

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

**Matching course component(s):**

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Methods of Evaluation:

- A. Systematic and continuous participation in the course
- B. Three or more one-page response papers.
- C. Development of research project in the representation of the modern world.

Method of Instruction:

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

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

**Matching course component(s):**

Course Objectives:

The student will be able to:

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

Course Content:

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

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

**Matching course component(s):**

Requesting Faculty: Falk Cammin

Date: February 3, 2019

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

Division Curriculum Rep: Bill Ziegenhorn Date: February 25, 2019

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Carolyn Brown, Kella Svetich, Hilary Gomes

Recommended for Approval:  Not Recommended for Approval:  Date: Dec 1, 2019

In the box below, please provide rationale regarding the subcommittee's recommendation:

This class fulfills all of the requirements for GE.
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**FOR USE BY CURRICULUM OFFICE:**

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

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

Course Number & Title: SOC 45 Sociology of Sexuality

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### Breadth Criteria:

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

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

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

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

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

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

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

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

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

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

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

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

**Course Number & Title:** SOC 45 Sociology of Sexuality

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

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

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

**Matching course component(s):**

Course Objectives:

- A. The diversity of human sexual expression and values of various cultures, including a discussion of the distinctive features of discrimination against sexual and gender minorities.
- C. Changing gender roles, gender expressions, and gender identities in contemporary society; explain the impact of these changes on intimate relationship configurations, fertility, labor force participation, education, family formation, reproductive justice, and population trends.

Course Content:

- A. Global/cross-cultural/comparative sociological analysis of human sexuality.

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

**Matching course component(s):**

Methods of Evaluation:

- A. Critical analysis of course concepts through written assignments such as research papers, reflections, ethnographic interviews, and educational presentations.
- D. Contributions to classroom and online discussions with instructor and classmates.

Sample Assignments:

- B. Group presentation involving creation of an educational blog, vlog, visual presentation, or film focused on an aspect of sexuality that is of interest to group members. Presentation functions as a springboard to incorporate the material students learn throughout the semester with their observations about sexuality and society outside the classroom. Intended audience must be clearly defined in the project, and presentation caters to specified audience. Students are encouraged to think beyond simple slide presentations, engaging their individual creativity with critical thinking and pedagogy.
- C. Students incorporate knowledge of sexuality and sociology gained in the course by completing an ethnographic interview of another person in which they produce a detailed and methodical description of their interviewee's perspectives on sexuality as mediated through the subject's history, experiences, and interpretations. The assignment provides students with the opportunity to engage a classic sociological research method by using open-ended questions to learn how their subject perceives self and sexuality within their social milieu. Students are instructed in ethical research methods and practices to ensure confidentiality; assignment serves to further students' ability to structure empathetic conversations with others while experimenting with core sociological research skills relevant to the major.

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

**Matching course component(s):**

Course Objectives:

- B. Locate systematic studies of human sexuality, including those that identify practices, efficacy, and consequences of sexuality education efforts; examine the ethics and reliability of social science research methods used both in the past and in the present to investigate human sexuality.

Course Content:

- G. Examine sex research, including strengths and weaknesses of older survey and laboratory data. modern

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

improvements, and advances in qualitative research methods.

H. Explore the ethics of sex research using human subjects (i.e., for testing of contraceptives, etc.) including basic concepts such as informed consent, cost-benefit analysis, the justice principle, etc.

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

C. Students incorporate knowledge of sexuality and sociology gained in the course by completing an ethnographic interview of another person in which they produce a detailed and methodical description of their interviewee's perspectives on sexuality as mediated through the subject's history, experiences, and interpretations. The assignment provides students with the opportunity to engage a classic sociological research method by using open-ended questions to learn how their subject perceives self and sexuality within their social milieu. Students are instructed in ethical research methods and practices to ensure confidentiality; assignment serves to further students' ability to structure empathetic conversations with others while experimenting with core sociological research skills relevant to the major.

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

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

**Matching course component(s):**

Course Objectives:

A. Explain the diversity of human sexual expression and values of various cultures, including a discussion of the distinctive features of discrimination against sexual and gender minorities.

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

**Matching course component(s):**

Course Content:

A. Global/cross-cultural/comparative sociological analysis of human sexuality.

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

**Matching course component(s):**

Course Objectives:

M. Using the Sociological Imagination, students propose practical strategies for decreasing societal inequalities relating to sexuality, reproduction, gender roles, and gender expression that they feel empowered to use in their daily lives on an on-going basis.

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

**Matching course objective(s):**

Course Objectives:

K. Advance a sociological understanding of sex work and erotic labor; clarify various types of sex work including involuntary sex trafficking/sexual slavery, voluntary sex work, sex therapy and sexual surrogacy, pornography, internet-based sex work, low vs. high-contact sex work, harm reduction in sex work, the effects of gender, class, and race inequalities on sex workers, and the implications of social mores and political machinations on the health and safety of sex workers.

O. Examine the role of large social institutions such as politics, religion, the economy, and the family on sexual mores, ideals, and self-concept.

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

**Matching course component(s):**

Course Objectives:

I. Examine the interplay of social stigmatization and politics affecting reproductive justice, including: the prevention, research, and treatment of sexually transmitted infections; differential social and health outcomes that arise from historical inequalities such as the Tuskegee Experiment; current political policies that limit access to preventative reproductive health care; and racial and class differences in the mortality and morbidity rates of birth parents and neonates.

J. Analyze sociological theories of sexual assault and harassment, including feminist theory, statistical prevalence within various populations, the particularities of acquaintance assaults, and the sociological impact

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

of larger cultural conversations in the post-#metoo era; examine practical strategies for communicating consent and absence of consent; analyze the role of gender socialization as it relates to the communication and interpretation of consent.

O. Examine the role of large social institutions such as politics, religion, the economy, and the family on sexual mores, ideals, and self-concept.

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

**Matching course component(s):**

Course Objectives:

L. Examine in historical context those social movements of past and present that have made impacts on the physical safety, social acceptance, sexual and reproductive health, and life outcomes of sexual minorities and racial, class, and religious minorities.

Course Content:

AC. Survey the history of religious, legal, and political interventions in the realm of sexuality; survey of relevant Supreme Court rulings and legislation (e.g., Lawrence v. Kansas, Obergefell v. Hodges, TRAPP laws, etc.); the effect of politics on the accessibility of reproductive health care and education.

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

**Matching course component(s):**

Course Objectives:

C. Explain changing gender roles, gender expressions, and gender identities in contemporary society; explain the impact of these changes on intimate relationship configurations, fertility, labor force participation, education, family formation, reproductive justice, and population trends.

Course Content:

N. Examine sexual and reproductive body modification, including FGM (female genital mutilation), penile circumcision, and genital/breast cosmetic surgery designed to enhance sexual attractiveness, fertility, etc.; the social effects of beauty ideals on individual conceptions of attractiveness.

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

**Matching course component(s):**

Course Objectives:

D. Evaluate how media forms influence, reflect, and distort human sexuality.

E. Identify relevant features of human anatomy and physiology in the reproductive processes; examine sociocultural differences in the modification and symbolic meaning of such anatomy and processes; examine social relationships to bodies within the context of emotional experiences such as shame, pride, disgust, attraction, and stigma.

F. Identify factors contributing to relationship satisfaction over time, including the impacts of childbirth, child-rearing, interpersonal communication, relationship configuration, and job satisfaction.

G. Identify ways that sexual partners (when relevant) can share responsibility for contraception and mitigation of sexually transmitted infections, including method efficacy and social acceptability, access to various methods in the context of larger social institutions and inequality, and specific issues relating to negotiation for the use of such methods within individual relationships and within society as a whole.

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

**Matching course component(s):**

Course Content:

L. & M. Basic sexual anatomy and physiology, including cultural understandings of the sexual and reproductive body.

V. Love, attraction, relationships, and sexual communication, including cultural differences and universals, and evolutionary factors.

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

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

**Matching course component(s):**

Course Objectives:

E. Identify relevant features of human anatomy and physiology in the reproductive processes; examine sociocultural differences in the modification and symbolic meaning of such anatomy and processes; examine social relationships to bodies within the context of emotional experiences such as shame, pride, disgust, attraction, and stigma.

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

**Matching course component(s):**

Course Objectives:

H. Examine sociological factors contributing to sexual dysfunctions; identify treatment alternatives available for people who experience sexual difficulties with particular attention to the ways that social identities such as race, class, gender expression, religion, and sexual orientation determine how the difficulty is perceived and to what extent an individual can access relevant resources.

N. Examine socio-sexual health and safety in the context of the Internet and social media.

Course Content:

P. Analyze individual relationship to one's own sexual and reproductive body; how such relationships are formed; its implications on social/physical health and satisfaction within and outside of relationships with others.

U. Follow sexuality throughout the lifespan/social life course, with emphasis on cross-cultural differences and the social construction of life course stages in various cultures and historical periods.

Y. Evaluate sexual behaviors with an assessment of risk and safety, with special attention to emerging legal and safety considerations of the Internet age.

**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):**

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

A. Weekly reading assignments in textbook and supplementary readings (approximately 60-80 pages/week).

B. Group presentation involving creation of an educational blog, vlog, visual presentation, or film focused on an aspect of sexuality that is of interest to group members. Presentation functions as a springboard to incorporate the material students learn throughout the quarter with their observations about sexuality and society outside the classroom. Intended audience must be clearly defined in the project, and presentation caters to specified audience. Students are encouraged to think beyond simple slide presentations, engaging their individual creativity with critical thinking and pedagogy.

C. Students incorporate knowledge of sexuality and sociology gained in the course by completing an ethnographic interview of another person in which they produce a detailed and methodical description of their interviewee's perspectives on sexuality as mediated through the subject's history, experiences, and interpretations. The assignment provides students with the opportunity to engage a classic sociological research method by using open-ended questions to learn how their subject perceives self and sexuality within their social milieu. Students are instructed in ethical research methods and practices to ensure confidentiality; assignment serves to further students' ability to structure empathetic conversations with others while experimenting with core sociological research skills relevant to the major.

D. Students participate in regular online discussions (in both traditional and distance-learning models of the course) in which they are asked to reflect and respond to one another on topics of relevance to each week's subject matter.

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

**Matching course component(s):**

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

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

**Matching course component(s):**

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

- A. Weekly reading assignments in textbook and supplementary readings (approximately 60-80 pages/week).
- B. Group presentation involving creation of an educational blog, vlog, visual presentation, or film focused on an aspect of sexuality that is of interest to group members. Presentation functions as a springboard to incorporate the material students learn throughout the quarter with their observations about sexuality and society outside the classroom. Intended audience must be clearly defined in the project, and presentation caters to specified audience. Students are encouraged to think beyond simple slide presentations, engaging their individual creativity with critical thinking and pedagogy.
- C. Students incorporate knowledge of sexuality and sociology gained in the course by completing an ethnographic interview of another person in which they produce a detailed and methodical description of their interviewee's perspectives on sexuality as mediated through the subject's history, experiences, and interpretations. The assignment provides students with the opportunity to engage a classic sociological research method by using open-ended questions to learn how their subject perceives self and sexuality within their social milieu. Students are instructed in ethical research methods and practices to ensure confidentiality; assignment serves to further students' ability to structure empathetic conversations with others while experimenting with core sociological research skills relevant to the major.
- D. Students participate in regular online discussions (in both traditional and distance-learning models of the course) in which they are asked to reflect and respond to one another on topics of relevance to each week's subject matter.

**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 Objectives:

- M. Using the Sociological Imagination, propose practical strategies for decreasing societal inequalities relating to sexuality, reproduction, gender roles, and gender expression that students feel empowered to use in their daily lives on an on-going basis.

Course Content:

- O. Explore sexuality and disability, with particular attention to the sexual invisibility of disabled people and the concepts of sexual citizenship and reproductive justice as they relate to disabled individuals.
- W. Consider social and other factors relating to contraception, conception, childbirth, and abortion, including accessibility as it relates to social identities such as gender, race, and class.

**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: Megan B. McNamara

Date: January 3, 2019

Division Curriculum Rep: Bill Ziegenhorn

Date: 1/14/19

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**FOR USE BY GE SUBCOMMITTEE:**

Review Committee Members: Kay Thornton

Recommended for Approval: X Not Recommended for Approval:        Date: 1/12/2020

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

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

**FOR USE BY CURRICULUM OFFICE:**

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

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

## FOOTHILL COLLEGE Stand-Alone Course Approval Request

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

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

**Course #:**   R T 75  

**Course Title:**   Sectional Anatomy  

**Credit Status:**

Credit course  
 Noncredit course

**Catalog Description:**

Human anatomy of the head and body cavities is presented for the health care professional in transverse, sagittal and coronal imaging planes, with specific correlation to sonographic, computed tomographic and magnetic resonance imaging modalities. Anatomic reference points, intersecting planes and medical terminology are used to identify relationships of organs as well as pathologic alterations. Intended for students in the Radiologic Technology Program; enrollment is limited to students accepted in the program.

**Are you requesting Stand Alone approval for the course on a temporary or permanent basis?**

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern  
 The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

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

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

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

**Criteria A. Appropriateness to Mission**

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

- Transfer
- Workforce/CTE
- Basic Skills

**Criteria B. Need**

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

Cross-sectional anatomy is necessary for the graduates of the Radiologic Technology program to advance into advanced modalities such as CT, MRI and Interventional Radiology. This is advanced beyond the content provided in the Radiologic Technology program, but is necessary to prepare graduates for the Fellowship courses in CT, MRI and Interventional Radiology, R T 70, 71 and 74. This course may be used in the future to create an advanced imaging certificate.

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

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

**Faculty Requestor:** Rachelle Campbell **Date:** 10/24/19

**Division Curriculum Representative:** Lisa Schultheis **Date:** 10/31/19

**Date of Approval by Division Curriculum Committee:** 10/31/19

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

# Foothill College

## Submission Course Outlines

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For Faculty and Staff use only

### Biological and Health Sciences

**R T 75 SECTIONAL ANATOMY**

**Summer 2020**

3 hours lecture.

**3 Units**

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**Total Contact Hours: 36** (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours: 108** (Total of All Lecture, Lab hours and Out of Class X 12)

**Lecture Hours: 3 Lab Hours: 0 Weekly Out of Class Hours: 6**

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active

**Grading:**

Letter Grade Only

**Degree Status:** Applicable

**Credit Status:**

Credit

**Degree or Certificate Requirement:** Stand Alone Course

**GE Status:** Non-GE

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** CSU

**Validation:** 11/19

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#### Division Dean Information -

**Seat Count:** 37 **Load Factor:** .067 **FOAP Code:** 114000141141122500

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**Cross Listed as:** DMS 51A

**Related ID:**

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#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** yes

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:**

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#### 1. Description -

Human anatomy of the head and body cavities is presented for the health care professional in transverse, sagittal and coronal imaging planes, with specific correlation to sonographic, computed tomographic and magnetic resonance imaging modalities. Anatomic reference points, intersecting planes and medical terminology are used to identify

relationships of organs as well as pathologic alterations. Intended for students in the Radiologic Technology Program; enrollment is limited to students accepted in the program.

Prerequisites: BIOL 40A, 40B and 40C or equivalent.

## 2. Course Objectives -

The student will be able to:

- A. define and use reference points, planes, and terminology related to medical imaging.
- B. identify the anatomy of the head and brain, the thoracic cavity, and the abdomino-pelvic cavity in all three imaging planes.
- C. identify each described organ's internal anatomy.
- D. recognize gross pathologic alterations.
- E. compare and contrast the differences of image presentation by various imaging modalities.
- F. discuss the various medical equipment which views the human body as it relates to anatomy in sectional planes and the role of cultural group acceptance.

## 3. Special Facilities and/or Equipment -

- A. DVD/TV, internet access, computer, monitor, viewboxes.

## 4. Course Content (Body of knowledge) -

- A. Anatomical Terminology and Orientation
  1. Review of medical terminology
  2. Body planes
  3. Orientation of anatomy in the cross section and saggital planes
- B. Sectional Anatomy of Organs and Systems
  1. Cranium
  2. Facial Bones
  3. Brain
  4. Neck
  5. Thorax
  6. Heart
  7. Abdomen
  8. GI system
  9. GU system
  10. Muscles
  11. Pelvis
  12. Skeletal system
- C. Pathology of Organs and Systems
- D. Comparative Analysis of CT, MRI, sonography

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. Quizzes
- B. Examinations
- C. Comprehensive final examination

## 7. Representative Text(s) -

Kelley, Lorrie L., and Petersen, Connie M. Sectional Anatomy for Imaging Professionals. 4th ed. St. Louis: Mosby-Year Book, 2018.

Kelley, Lorrie L., and Petersen, Connie M. Sectional Anatomy Study Guide. 4th ed. St. Louis: Mosby-Year Book, 2018.

## 8. Disciplines -

Radiological Technology

## 9. Method of Instruction -

- A. Lecture presentations
- B. Classroom discussions

C. Assessments, participation and homework

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

A. Weekly reading assignments from text.

B. Completion of workbook chapters.

C. Homework from review questions at the end of each chapter of the textbook.

**13. Need/Justification -**

This course is an opportunity for graduates of the Radiologic Technology Program to gain required knowledge necessary for the pursuit of an additional credential in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Interventional Radiology.

**Foothill College**  
**College Curriculum Committee**  
**Cross-Listed Course Approval Request**

*Per the [Cross-Listing Course Policy](#), approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.*

**Course A Information**

**Course Number:** R T 75 (R T 51A is already in use)

**Course Title:** SECTIONAL ANATOMY

**Total Units:** 3

*Note: all information on COR, including units, must match Course B.*

**Division:** BHS

**This course is:**  Already listed in the catalog     New

**Course B Information**

**Course Number:** DMS 51A

**Course Title:** SECTIONAL ANATOMY

**Total Units:** 3

*Note: all information on COR, including units, must match Course A.*

**Division:** BHS

**This course is:**  Already listed in the catalog     New

**Please briefly explain how the course content fits in the curriculum of each department:**

Cross-sectional anatomy is required knowledge in both the DMS and RT program. The RT program offers an introduction to cross-sectional anatomy in R T 62A, but due to expansion into advanced modalities more knowledge is needed to prepare the students for CT, MRI and Interventional Radiology.

**Please briefly explain how the course content crosses over two disciplines:**

The content is the same for both programs, but the perspective related to the specific modality is different.

**Please briefly explain how cross-listing these courses will benefit our students:**

Cross-listing will benefit both programs so the content can be taught from the perspective of the specific discipline.

**Comments & other relevant information for discussion:**

Rachelle Campbell, Director of the RT program discussed cross-listing with Kathleen Austin, Director of the DMS program. Kathleen agreed to the cross-listing.

**Course A Signatures**

Faculty Requestor: Rachelle Campbell

Date: 10/24/19

Division Dean: Ram Subramaniam

Date: 10/24/19

Division Curriculum Representative: Lisa Schultheis

Date: 10/31/2019

Date of Approval by Division Curriculum Committee: 10/31/19

**Course B Signatures**

Faculty Requestor: Kathleen Austin

Date: 10/24/19

Division Dean: Ram Subramaniam

Date: 10/24/19

Division Curriculum Representative: Lisa Schultheis

Date: 10/31/2019

Date of Approval by Division Curriculum Committee: 10/31/19

# Foothill College

## Submission Course Outlines

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For Faculty and Staff use only

### Biological and Health Sciences

**R T 75 SECTIONAL ANATOMY**

**Summer 2020**

3 hours lecture.

**3 Units**

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**Total Contact Hours: 36** (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours: 108** (Total of All Lecture, Lab hours and Out of Class X 12)

**Lecture Hours: 3 Lab Hours: 0 Weekly Out of Class Hours: 6**

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active

**Grading:**

Letter Grade Only

**Degree Status:** Applicable

**Credit Status:**

Credit

**Degree or Certificate Requirement:** Stand Alone Course

**GE Status:** Non-GE

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** CSU

**Validation:** 11/19

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#### Division Dean Information -

**Seat Count:** 37 **Load Factor:** .067 **FOAP Code:** 114000141141122500

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**Cross Listed as:** DMS 51A

**Related ID:**

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#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** yes

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

**Content Review Date:**

**Former ID:**

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#### 1. Description -

Human anatomy of the head and body cavities is presented for the health care professional in transverse, sagittal and coronal imaging planes, with specific correlation to sonographic, computed tomographic and magnetic resonance imaging modalities. Anatomic reference points, intersecting planes and medical terminology are used to identify

relationships of organs as well as pathologic alterations. Intended for students in the Radiologic Technology Program; enrollment is limited to students accepted in the program.

Prerequisites: BIOL 40A, 40B and 40C or equivalent.

## 2. Course Objectives -

The student will be able to:

- A. define and use reference points, planes, and terminology related to medical imaging.
- B. identify the anatomy of the head and brain, the thoracic cavity, and the abdomino-pelvic cavity in all three imaging planes.
- C. identify each described organ's internal anatomy.
- D. recognize gross pathologic alterations.
- E. compare and contrast the differences of image presentation by various imaging modalities.
- F. discuss the various medical equipment which views the human body as it relates to anatomy in sectional planes and the role of cultural group acceptance.

## 3. Special Facilities and/or Equipment -

- A. DVD/TV, internet access, computer, monitor, viewboxes.

## 4. Course Content (Body of knowledge) -

- A. Anatomical Terminology and Orientation
  1. Review of medical terminology
  2. Body planes
  3. Orientation of anatomy in the cross section and saggital planes
- B. Sectional Anatomy of Organs and Systems
  1. Cranium
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  4. Neck
  5. Thorax
  6. Heart
  7. Abdomen
  8. GI system
  9. GU system
  10. Muscles
  11. Pelvis
  12. Skeletal system
- C. Pathology of Organs and Systems
- D. Comparative Analysis of CT, MRI, sonography

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. Quizzes
- B. Examinations
- C. Comprehensive final examination

## 7. Representative Text(s) -

Kelley, Lorrie L., and Petersen, Connie M. Sectional Anatomy for Imaging Professionals. 4th ed. St. Louis: Mosby-Year Book, 2018.

Kelley, Lorrie L., and Petersen, Connie M. Sectional Anatomy Study Guide. 4th ed. St. Louis: Mosby-Year Book, 2018.

## 8. Disciplines -

Radiological Technology

## 9. Method of Instruction -

- A. Lecture presentations
- B. Classroom discussions

C. Assessments, participation and homework

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

A. Weekly reading assignments from text.

B. Completion of workbook chapters.

C. Homework from review questions at the end of each chapter of the textbook.

**13. Need/Justification -**

This course is an opportunity for graduates of the Radiologic Technology Program to gain required knowledge necessary for the pursuit of an additional credential in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Interventional Radiology.

# Foothill College

## Submission Course Outlines

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For Faculty and Staff use only

### Biological and Health Sciences

**DMS 51A SECTIONAL ANATOMY**

**Summer 2020**

3 hours lecture.

**3 Units**

---

**Total Contact Hours:** 36 (Total of All Lecture and Lab hours X 12)

**Total Student Learning Hours:** 108 (Total of All Lecture, Lab hours and Out of Class X 12)

**Lecture Hours:** 3      **Lab Hours:** 0      **Weekly Out of Class Hours:** 6

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active

**Grading:**

Letter Grade Only

**Degree Status:** Applicable

**Credit Status:**

Credit

**Degree or Certificate Requirement:** Certificate of Achievement, AS Degree

**GE Status:** Non-GE

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** CSU

**Validation:** 5/09;12/09;11/13;5/18

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#### Division Dean Information -

**Seat Count:** 25      **Load Factor:** .067      **FOAP Code:** 114000141061122700

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#### Instruction Office Information -

**FSA Code:** 2120 - HEALTH CARE SERVICES

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:** Diagnostic Medical Sonography

**Program TOPs Code:** 122700

**Program Unique Code:** 30483

**Content Review Date:**

**Former ID:**

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#### 1. Description -

Human anatomy of the head and body cavities is presented for the health care professional in transverse, sagittal and coronal imaging planes, with specific correlation to sonographic, computed tomographic and magnetic resonance imaging modalities. Anatomic reference points, intersecting planes and medical terminology are used to identify relationships of organs as well as pathologic alterations. Intended for students in the Diagnostic Medical Sonography Program; enrollment is limited to students accepted in the program.

Prerequisites: BIOL 40A, 40B and 40C or equivalent.

## 2. Course Objectives -

The student will be able to:

- A. define and use reference points, planes, and terminology related to medical imaging.
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## 3. Special Facilities and/or Equipment -

- A. DVD/TV, internet access, computer, monitor, viewboxes.

## 4. Course Content (Body of knowledge) -

- A. Anatomical Terminology and Orientation
  1. Review of medical terminology
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  12. Skeletal system
- C. Pathology of Organs and Systems
- D. Comparative Analysis of CT, MRI, Sonography

## 5. Repeatability - Moved to header area.

## 6. Methods of Evaluation -

- A. Quizzes
- B. Examinations
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## 7. Representative Text(s) -

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Kelley, Lorrie L., and Connie M. Petersen. Sectional Anatomy Study Guide. 4th ed. St. Louis: Elsevier, 2018.

## 8. Disciplines -

Diagnostic Medical Technology

## 9. Method of Instruction -

- A. Lecture presentations
- B. Classroom discussions
- C. Assessments, participation and homework

**10. Lab Content -**

Not applicable.

**11. Honors Description -** No longer used. Integrated into main description section.

**12. Examples of Required Reading and Writing and Outside of Class Assignments -**

- A. Weekly reading assignments from text.
- B. Completion of workbook chapters.
- C. Homework from review questions at the end of each chapter of the textbook.

**13. Need/Justification -**

This course is a required core course for the AS degree and certificate of achievement in Diagnostic Medical Sonography.