

College Curriculum Committee Meeting Agenda
Tuesday, April 24, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: March 20, 2018	Action	#4/24/18-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Foothill GE List for 2018-19 d. Spring Plenary	Information	#4/24/18-2—5 #4/24/18-6 #4/24/18-7—8	Campbell
4. Programs and Federal Financial Aid	Discussion	#4/24/18-9	Campbell
5. Succession Planning	Discussion		Campbell
6. Good of the Order			Campbell
7. Adjournment			Campbell

Attachments:

- #4/24/18-1 Draft Minutes: March 20, 2018
- #4/24/18-2 New Course Proposal: ALCB 466
- #4/24/18-3 New Course Proposal: CHLD 20
- #4/24/18-4 New Course Proposal: MUS 2G
- #4/24/18-5 New Course Proposal: THTR 2G
- #4/24/18-6 CCC Notification of Proposed Requisites
- #4/24/18-7 Foothill General Education 2018-19
- #4/24/18-8 Foothill GE Changes for 2018-19
- #4/24/18-9 ADT Curriculum Review and Revisions Schedule

2017-2018 Curriculum Committee Meetings:

<u>Fall 2017 Quarter</u>	<u>Winter 2018 Quarter</u>	<u>Spring 2018 Quarter</u>
10/3/17	1/23/18	4/24/18
10/24/17	2/6/18	5/8/18
11/14/17	2/20/18	5/22/18
11/21/17	3/6/18	6/5/18
12/5/17	3/20/18	6/19/18

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

2017-2018 Curriculum Deadlines:

- ~~12/1/17~~ Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- ~~12/1/17~~ Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- ~~2/1/18~~ Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
- ~~2/15/18~~ Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- 6/1/18 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/22/18 COR/Title 5 updates for 2019-20 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), Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hweg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA, Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2017-18

Meeting Date: 4/24/18Co-Chairs (2)

<input checked="" type="checkbox"/>	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only)	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean of Language Arts and Learning Resource Center	starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare (S)	7086	Library	agyaremicaela@fhda.edu
<input type="checkbox"/>	Mark Anderson	7156	FA	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper	7595	BH	coopersara@fhda.edu
<input type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
<input type="checkbox"/>	Eric Kuehnl	7479	FA	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
<input type="checkbox"/>	Nanette Solvason	7730	Dean–BH	solvasonanette@fhda.edu
<input type="checkbox"/>	Mary Thomas (F & W)	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>	Ronnie Miller		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

Lee Ann Emanuel, Rosa Nguyen, Bruce McLeod

**College Curriculum Committee
Meeting Minutes
Tuesday, March 20, 2018
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. Minutes: March 6, 2018	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All</p> <p>Apprenticeship: Looking at SLOs on apprenticeship courses that could be mapped to GE requirements; trying to figure out if coursework already being done by apprenticeship students could apply to GE. Discussing creation of noncredit test prep course; all trades use an aptitude test as tracking device for applicants, mostly related to basic skills; course would likely be taught online.</p> <p>Fine Arts: Joy Holland filling in for usual reps today. Possibility of creating program in film studies, as many MDIA courses already exist related to film.</p> <p>Library: Thomas will be on sabbatical in spring; Micaela Agyare will be serving as rep.</p> <p>Language Arts: Continuing work on AB 705; need to completely redesign basic skills series; many faculty focused on corequisite model. SRC rep asked when changes likely to occur—as early as fall quarter. Multiple possibilities, including noncredit or credit corequisite support course for ENGL 1A; at a minimum, likely to be more ENGL 1S & 1T sections, and fewer ENGL 209 sections.</p> <p>PSME: Math dept. also continuing work on AB 705; hoping to implement changes for fall quarter. Starer noted that AB 705 changes to English and math courses have campus-wide effects, especially on courses that have English or math requisites.</p> <p>SRC: Discussing creating courses for students who need basic skills support for college-level English and math (related to possible AB 705 changes).</p> <p>Counseling: Previously announced creation of course in wellness; however, recent division decision to put a hold on creating new curriculum.</p> <p>Bio Health: Starting to work on Title 5 list.</p> <p>BSS: Also starting to work on Title 5 list.</p> <p>Kinesiology: Also starting to work on Title 5 list.</p>
3. Announcements a. New Course Proposals	<p>Speaker: Rachelle Campbell</p> <p>The following proposals were presented: APSC 400; PHOT 74C. Please share with your constituents.</p> <p>Apprenticeship rep noted APSC 400 for students at the end of their program, to prepare for licensing test. Campbell noted PHOT 74C focused on workforce aspect of program.</p>
b. Notification of Proposed Requisites	Updated requisites for BUSI 53A (effective 2018-19). Campbell

	<ul style="list-style-type: none"> • Area VII—HLTH 22, 23; PHED 17A, 17B, 43A <p>Fine Arts rep shared concerns regarding HUMN 58—believes too narrow a topic to serve as GE course, seems more like an upper-division course. LaManque noted Consent Calendar does allow motion to pull a specific application, if necessary. Bio Health rep noted application provides evidence in Breadth Mapping sections. Day noted unable to obtain UC transferability for course; topic is usually upper-division. Campbell noted new version of GE form should help provide more context from subcommittee members regarding recommendations. Starer noted discussion seems more related to larger process of GE review and approval. Group discussed difference between subcommittee recommending or approving a course for GE, and whether CCC approval should be required if subcommittee already reviewing and recommending/approving. Hueg recommended COR faculty attend CCC meeting at which their application is reviewed.</p> <p>Campbell noted wider discussion of GE application process is needed at CCC, including potentially changing deadline to earlier in the year so faculty may attend CCC to represent application. PSME rep suggested creation of policy, perhaps including requirement for division to provide faculty member to represent GE application being presented (CCC rep or other faculty). BSS rep suggested requirement for subcommittee to meet with faculty author; PSME rep noted she serves on subcommittee, and that frequently already occurs. Campbell and Starer noted value of interdisciplinary review of GE applications.</p> <p>Campbell asked if group would like to pull HUMN 58 application—no motion. PSME rep requested future discussion of GE process include possibility of revisiting approved GE courses, in case nature of changes requires a fresh look at courses. Noted previous process of re-writing GE pattern and requiring courses to re-submit for approval. Bio Health rep noted GE applications include specific standards for Depth and Breadth; wonders if people interested in changing those standards. Campbell suggested discussion focus on actual process of review and approval of GE applications, not necessarily changing the forms.</p> <p>Motion to approve M/S (Starer, Serna). Approved.</p>
<p>5. New Program Application: Child and Adolescent Development ADT</p>	<p>Speaker: Rachelle Campbell Second read of new Child and Adolescent Development ADT. Day noted comments at previous meeting regarding MATH 17—TMC allows for MATH 17 to be listed.</p> <p>Motion to approve M/S (Serna, Armerding). Approved.</p>
<p>6. New Program Application: Elementary Teacher Education ADT</p>	<p>Speaker: Rachelle Campbell Second read of new Elementary Teacher Education ADT. Campbell noted suggestion from Patrick Morriss that program be used for guided pathways.</p> <p>Motion to approve M/S (Thomas, Rideaux). Approved.</p>
<p>7. Stand Alone Approval Request: APPT 195</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for APPT 195. No comments.</p> <p>Motion to approve M/S (Cooper, Starer). Approved.</p>

<p>8. Stand Alone Approval Request: APPT 196</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for APPT 196. No comments.</p> <p>Motion to approve M/S (Cooper, Starer). Approved.</p>
<p>9. Foothill CLEP Policy</p>	<p>Speaker: Bernie Day Continuation of discussion from previous meeting, regarding need to clarify current Foothill CLEP policy, as well as determine whether or not policy changes should be made. Kent McGee and Nazy Galoyan planned to attend but were called into last-minute meeting; will attend a future meeting to address any questions.</p> <p>Attachment first states new language for 2018-19 catalog, outlining current Foothill policy to pass-along CLEP credit toward CSU GE certification. Second is a proposal to award CLEP credit locally, for students who use Foothill GE pattern. Proposal does not provide course-specific credit for CLEP, only credit to fulfill a GE area. BSS rep asked about unit requirement—outlined in FHDA board policy. Day noted additional option for depts. (outside of this proposal) to review CLEP exams and determine if they would like to award course-specific credit. Hueg asked how CLEP noted on transcript—group unsure. Hueg asked how many times student can take each CLEP exam—Day noted fee for exam, so unlikely a student will take it over-and-over. Language Arts rep noted no CLEP for English GE area. Bio Health rep shared comments from Biology dept. regarding our effort, locally, to move away from assessments (like exams)—CLEP seems counter to this. Campbell noted that, for certain populations, student using CLEP may be applying knowledge gained during specialized experience (such as serving in the military); CLEP allows them to apply such knowledge without having to take actual course. SRC rep noted hardship for veterans trying to complete a degree, including stopping and starting multiple times.</p> <p>Day noted ASCCC encouraged colleges to adopt local CLEP policy. Starer noted Foothill’s obligation as an open access institution, which includes acknowledging that students can meet requirements in different ways (e.g., exam vs. course). Counseling rep noted that, by not accepting CLEP, we are not offering something that other schools are, so we are not meeting students’ needs as fully. Campbell noted interest in looking at data to determine which populations use Foothill GE pattern. Starer noted same arguments could be made about AP exams; noted issue of equity and class. BSS rep noted division faculty believes AP exam higher quality than CLEP exam—Counseling rep noted issue of opportunity for certain populations. Campbell asked group to bring topic back to their divisions for discussion.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Good of the Order</p>	<p>LaManque announced that, starting spring quarter, Starer will be taking over as CCC Administrator Co-Chair, as well as taking over process to select a new curriculum system. LaManque will focus work on governance redesign project.</p>
<p>11. Adjournment</p>	<p>3:26 PM</p>

Attendees: Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Joy Holland (FA), Kurt Hueg (Dean, BSS), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Don MacNeil

Draft Minutes, March 20, 2018

(guest—KA), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Lety Serna (CNSL), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

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: Ben Schwartzman

Proposed Number: ALCB 466

Proposed Units: 0 (noncredit)

Proposed Hours: 24 hours total per quarter

Proposed Transferability: N/A

Proposed Title: Accessing the Digital World

Proposed Catalog Description & Requisites:

Hands on practice for individuals with disabilities and/or older adults in understanding and demonstrating the basics of utilizing their smart phones, tablets, and/or computers so that students may be better connected to the digital world and able to access people and resources they may need. Training and instruction in performing a variety of basic tasks involved in operating a variety of devices will be provided to the students.

Proposed Discipline: Specialized Instruction (Disabled Students Programs and Services) – Noncredit

(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:

None.

Instruction Office:

Date presented at CCC:

Number assigned:

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Faculty Author: Nicole Kerbey

Proposed Number: CHLD 20

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Development & Care of Infants & Toddlers

Proposed Catalog Description & Requisites:

This course will examine infant and toddler growth and development from birth to three years within the context of the young child's family, culture and community. The course will include examination of developmental theory integration, as well as concentration on physical, cognitive, language, social and emotional domains.

Exploration of group caregiving will include effects of physical environments on program practices, child learning and behavior. The influence of responsive and culturally sensitive relationships with children and their parents on children's development will also be examined.

No requisites; English proficiency advisory (language under review)

Proposed Discipline: Child Development/Early Childhood 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?

It would be added to the AA in Child Development, as well as the Infant Toddler Development Certificate of Specialization.

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

The course content does overlap with Psychology as we draw on the same cognitive theories, no negative effects however. The coverage of relationships and effects on social development may also overlap with some content presented in the Sociology and Anthropology courses.

Comments & Other Relevant Information for Discussion:

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We wish to create this course, to simply combine two of our existing courses, CHLD 50A Infant and Toddler Development and CHLD 79 Caring for Infants and Toddlers in Groups. This is to meet the unit demands of Title 5 and Title 22 regulations, with one larger class instead of two smaller ones. We plan on deactivating these two courses once the new one is approved.

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: Milissa Carey

Proposed Number: MUS 2G

Proposed Units: 4

Proposed Hours: 4 hours lecture, 1 hour laboratory

Proposed Transferability: UC/CSU

Proposed Title: From Hair to Hamilton: The History of the Rock Musical

Proposed Catalog Description & Requisites:

This fully online survey course will examine the modern American musical beginning with the concept rock musical *Hair* through the most contemporary Pulitzer Prize winning musical, *Hamilton*.

Proposed Discipline: Music/Theatre Arts (may change to Music only when COR created)
(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?

AA Degree in Theatre Arts and Music

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

None

Comments & Other Relevant Information for Discussion:

This course will be UC/CSU transferable, fully online and qualify for Foothill GE

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: Milissa Carey

Proposed Number: THTR 2G

Proposed Units: 4

Proposed Hours: 4 hours lecture, 1 hour laboratory

Proposed Transferability: UC/CSU

Proposed Title: From Hair to Hamilton: The History of the Rock Musical

Proposed Catalog Description & Requisites:

This fully online survey course will examine the modern American musical beginning with the concept rock musical *Hair* through the most contemporary Pulitzer Prize winning musical, *Hamilton*.

Proposed Discipline: Music/Theatre Arts (may change to Theatre Arts only when COR created)

(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?

AA Degree in Theatre Arts and Music

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

None

Comments & Other Relevant Information for Discussion:

This course will be UC/CSU transferable, fully online and qualify for Foothill GE

Instruction Office:

Date presented at CCC:

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

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	Editor	Requisite Course Number & Title	New/Ongoing
ART 15D: Digital Illustration for Film & Animation	J. Fong	Prereq: ART 15A (Digital Painting I)	New course for 2018-19

4/24/18

**FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2018-2019**

Area I - Humanities

ART 1, 2A, 2AH, 2B, 2BH, 2C, 2E, 2F, 2J, 4A, 4G, 5A, 5B, 20B, 36, 45B; CRWR 6, 25A, 39A, 41A; DANC 10; ENGL 5, 7, 12, 14, 16, 17, 18A, 22, 24, 31, 34C, 37, 40, 41, 43A, 43AH, 43B, 43BH, 45A, 45AH, 45B, 45BH, 47A, 47AH, 47B, 47BH, 49; GID 1; HUMN 1, 2, 3, 3H, 4, 4H, 5, 6, 7, 7H, 9, 58; JAPN 14A, 14B; MDIA 1, 1H, 2A, 2B, 2C, 4, 7, 11, 11H, 13; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 7F, 8, 8H, 11D, 11E, 11F; PHIL 2, 4, 11, 12, 20A, 20B, 20C, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

Area II - English

CRWR 25A; ENGL 1A, 1AH, 1S & 1T.

Area III - Natural Sciences (with laboratory)

ANTH 1 w/1L, 1H w/1HL; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; CHEM 1A, 1AH, 9, 20, 25, 30A; GEOG 1; HORT 10; PHYS 2A, 4A; PSE 20.

Area IV - Social & Behavioral Sciences

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 22H, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST 3A, 3B, 3C, 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, 17CH, 18, 20; KINS 2, 10, 51; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 1H, 4, 9, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 28, 30, 40; SPED 2; WMN 5, 21.

Area V - Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, 1BH, 1C, 10, 11, 12, 17, 22, 44, 48A, 48B, 48C; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

Area VI - United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, 12, 40, 45A, 45AH, 45B, 45BH; HIST 10; MDIA 8A, 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED 1; THTR 8; WMN 5.

Area VII - Lifelong Learning

The student must successfully complete a total of four units or more in lifelong learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E, 45F; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55; CRLP 7, 55, 73, 74; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH 20, 21, 22, 23; KINS 4; LIBR 10, 10H; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22, 23, 24, 25; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13B, 13C, 14, 15A, 15B, 15C, 17A, 17B, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B, 21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B, 27C, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B,

4/24/18

38C, 38D, 38E, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 43A, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 1.

Minimum proficiency: ENGL 1A or 1AH or 1S & 1T; MATH 17 or 105 or 108* completed with a letter grade of "C" or better.

*Intermediate Algebra or equivalent means MATH 17 or 105 or 108, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2018-2019

- ~~Crossed-out courses in red~~ are inactive and will be removed from 2018-19 GE list.
- **Courses highlighted in yellow** are new additions for 2018-19.

Area I - Humanities

ART 1, 2A, 2AH, 2B, 2BH, 2C, 2E, 2F, 2J, 4A, **4G**, 5A, 5B, 20B, 36, 45B; CRWR 6, **25A**, 39A, 41A; DANC 10; ENGL 5, 7, 12, 14, 16, 17, 18A, 22, 24, 31, 34C, **37**, 40, 41, **43A, 43AH, 43B, 43BH**, 45A, 45AH, 45B, 45BH, 47A, **47AH, 47B, 47BH, 49**; GID 1; HUMN 1, 2, 3, 3H, 4, 4H, 5, 6, 7, **7H**, 9, **58**; JAPN 14A, 14B; MDIA 1, **1H**, 2A, 2B, 2C, **4, 7**, 11, 11H, 13; MUS 1, 2A, 2B, 2C, 2D, 2F, 7, 7D, 7E, 7F, 8, 8H, 11D, 11E, 11F; PHIL 2, 4, 11, 12, 20A, 20B, 20C, 24, 25; PHOT 5, 8, 8H, 10, 10H, 11, 11H; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 2F, 8, 12A, 26.

Area II - English

CRWR 25A; ENGL 1A, 1AH, 1S & 1T; ~~ESLL-26~~.

Area III - Natural Sciences (with laboratory)

ANTH 1 w/1L, 1H w/1HL; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; CHEM 1A, 1AH, 9, 20, 25, 30A; ~~ENGR-39~~; GEOG 1; HORT 10; PHYS 2A, 4A; **PSE 20**.

Area IV - Social & Behavioral Sciences

ANTH 2A, 2AH, 2B, 3, 5, 8, 12, 14, 15, 20, 22; BUSI 22, 22H, 53; CHLD 1, 2; ECON 1A, 1B, 9, 9H, 25; GEOG 2, 5, 10; HIST **3A, 3B, 3C**, 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 16, 16H, 17A, 17B, 17C, **17CH**, 18, 20; KINS 2, **10, 51**; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 1H, 4, **9**, 10, 14, 21, 22, 25, 30, 33, 40, 49; SOC 1, 1H, 10, 11, 15, 19, 20, 23, 28, 30, 40; SPED 2; WMN 5, 21.

Area V - Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55, ~~60~~; C S 1A, 1AH, 1B, 1C, 2A, 2AH, 2B, 2C, 3A, 18; ENGL 1B, 1BH, 50C; GEOG 11; GIST 11; MATH 1A, 1AH, 1B, **1BH**, 1C, 10, 11, 12, 17, 22, 44, 48A, 48B, 48C; MDIA 3; PHIL 1, 7, 30; PSYC 7; SOC 7.

Area VI - United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, 12, 40, 45A, 45AH, 45B, 45BH; HIST 10; MDIA **8A**, 12; MUS 8, 8H; PHOT 8, 8H; PSYC 22; SOC 8, 23; SPAN 10A; SPED 1; THTR 8; WMN 5.

Area VII - Lifelong Learning

The student must successfully complete a total of four units or more in lifelong learning from two different academic departments. For the purpose of this area, ATHL, DANC, PHDA and PHED will be considered one academic department.

ATHL 4, 4A, 4B, 4C, 4E, 4F, 11, 11A, 11B, 11C, 11E, 11F, 12, 12A, 12B, 12C, 12E, 12F, 21, 21A, 21B, 21C, 21E, 21F, 22, 22A, 22B, 22C, 22E, 22F, 31, 31A, 31B, 31C, 31E, 31F, 32, 32A, 32B, 32C, 32E, 32F, 33, 33A, 33B, 33C, 33E, 33F, 41, 41A, 41B, 41C, 41D, 42, 42A, 42B, 42C, 42E, 42F, 44, 44A, 44B, 44C, 44E, 44F, 45, 45A, 45B, 45C, 45E, 45F; BIOL 8, 9, 12; CNSL 1, 52, 72, 90; COMM 2, 10, 12, 55, ~~60~~; CRLP 7, 55, **73, 74**; DANC 1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5, 6, 7, 8, 13A, 13B, 14, 18A, 18B; HLTH 20, 21, **22, 23**; KINS 4; LIBR 10, 10H; PHDA 16, 17, 18, 19, 20, 21A, 21B, 22, 23, 24, 25; PHED 10A, 10B, 10C, 11A, 11B, 11C, 13, 13A, 13B, 13C, 14, 15A, 15B, 15C, **17A, 17B**, 18, 18B, 18C, 19B, 19C, 19D, 20A, 20B, 20C, 21, 21A, 21B,

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21C, 21D, 21E, 22, 22A, 22B, 22C, 22E, 23A, 23B, 24, 24A, 24B, 24C, 24D, 25A, 25B, 26, 26A, 26C, 26D, 26E, 26F, 27, 27A, 27B, 27C, 31A, 31B, 31C, 31D, 32C, 33, 33A, 33B, 36A, 36B, 36C, 37, 37A, 37B, 38A, 38B, 38C, 38D, 38E, 40, 40A, 40B, 40C, 41, 41A, 41B, 41C, 42, 43A, 45, 45A, 45C, 46, 46A, 46B, 47B, 47C, 49A, 49B; PSYC 49; SOC 19, 40; SPED 1.

Minimum proficiency: ENGL 1A or 1AH or 1S & 1T or ~~ESLL-26~~; MATH 17 or 105 or 108* completed with a letter grade of "C" or better.

*Intermediate Algebra or equivalent means MATH 17 or 105 or 108, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

Foothill College
Associate Degree for Transfer (ADT)
Important Update: Curriculum Review and Revisions

The California Community College Chancellor’s Office (CCCCO) requires that any/all curricular changes to Associate Degree for Transfer programs be submitted along with the following: new narrative, new/revised ADT template, and complete new set of evidence demonstrating the requisite articulation (either via C-ID approval or articulation by major or GE). Previous instruction had been to refrain from submitting changes until further direction and the release of the revised CCCC Program and Course Approval Handbook (PCAH). Since the ADTs were first developed here at Foothill in 2012, changes have been made to essentially every AA-T and AS-T program, which now necessitates resubmitting all of our program documents. Consequently, the lead faculty for each of the existing ADTs will need to collaborate with the Articulation Officer in order to review and update the narrative, program requirements, and supporting documents as needed prior to submitting them to the CCCC. Due to the scope of this effort, these reviews will commence in May and will be conducted over the course of the next several months. The following chart identifies each of the ADTs and the month in which the respective review is scheduled.

A thorough and careful assessment of each ADT will hopefully eliminate the need for additional resubmissions in the near future. Because of the CCCC requirements, future changes to curriculum that is associated with ADTs should be made after careful consideration of the possible implications and in consultation with faculty from other departments who may be affected as well as with both the Curriculum and Articulation offices in order to ensure the ADTs remain compliant.

Curriculum Reps: Please distribute this schedule to your division faculty and respond to Bernie Day daybernie@fhda.edu with the name of the appropriate contact person for each ADT within your division. The Articulation office will contact the appropriate faculty regarding the review. No reviews are scheduled for the summer recess; however, any faculty who are interested in completing their review in July are welcome to contact Bernie Day.

Associate Degree for Transfer (ADT) Review Schedule

ADT	Revision Month	Contact Person
Anthropology	December 2018	
Art History	February 2019	
Biology	November 2018	
Business Administration	September 2018	
Chemistry - under development	November 2018	

ADT	Revision Month	Contact Person
Child and Adolescent Development	October 2018	
Communication Studies	September 2018	
Computer Science	June 2018	
Early Childhood Education	May 2018	
Economics	June 2018	

ADT	Revision Month	Contact Person
Elementary Teacher Education	May 2018	
English	November 2018	
Film, Television and Media - under development	May 2018	
Geography	November 2018	
Global Studies	February 2019	
History	November 2018	
Journalism - under development	May 2018	
Kinesiology	June 2018	
Mathematics	December 2018	
Music - under development	September 2018	
Philosophy	February 2019	
Physics	September 2018	
Political Science	January 2019	
Psychology	October 2018	
Public Health Science	December 2018	
Social Justice Studies	January 2019	
Sociology	June 2018	
Spanish	January 2019	
Studio Arts	October 2018	
Theatre Arts	January 2019	

Examples of common curriculum changes that necessitate the submission of new documents to the CCC Chancellor's Office:

- Adding honors course to an existing ADT
- Unit changes to courses on an existing ADT
- Adding courses due to obtaining new C-ID approval
- Adding or deleting courses due to obtaining new major or GE articulation
- Deleting courses due to inactivation, termination, or loss of articulation
- Adding newly created courses to an existing ADT