College Curriculum Committee Meeting Agenda
Tuesday, February 18, 2020
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: February 4, 2020	Action	#2/18/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All

3. Announcements
   a. New Course Proposals
   b. Notification of Proposed Requisites
   c. Ad Hoc Groups
   d. ASCCC Spring Plenary
   e. ASCCC Curriculum Institute
	Information	#2/18/20-2-4
		#2/18/20-5
			Kuehnl

4. New Program Application: Film, Television, and Electronic Media Certificate of Achievement	2nd Read/ Action	#2/18/20-6	Kuehnl
5. Program Deactivation: Nanoscience	2nd Read/ Action	#2/18/20-7	Kuehnl
6. Sunsetting the Streamlined Certificate Process	Discussion	#2/18/20-8	Kuehnl
7. Loads and Seat Counts	Discussion		Kuehnl
8. Good of the Order			Kuehnl
9. Adjournment			Kuehnl

Attachments:

#2/18/20-1	Draft Minutes: February 4, 2020
#2/18/20-2	New Course Proposal: CHLD 80A
#2/18/20-3	New Course Proposal: CHLD 80B
#2/18/20-4	New Course Proposal: CHLD 80C
#2/18/20-5	CCC Notification of Proposed Requisites
#2/18/20-6	New Program Application: Film, Television, and Electronic Media Certificate of Achievement—updated
#2/18/20-7	Program Deactivation: Nanoscience
#2/18/20-8	Temporary Process to Streamline Certificates of Achievement

2019-2020 Curriculum Committee Meetings:

Fall 2019 Quarter	Winter 2020 Quarter	Spring 2020 Quarter
~~10/8/19~~	~~1/21/20~~	4/21/20
~~10/22/19~~	~~2/4/20~~	5/5/20
~~11/5/19~~	2/18/20	5/19/20
~~11/19/19~~	3/3/20	6/2/20
~~12/3/19~~	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), Debbie Lee (Acting Dean, FA & KA), 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: 2/18/20

Co-Chairs (2)

√	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu
___	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

___			ASFC Rep.	
√	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
___	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
___			SLO Coordinator	

Visitors

Chris Allen, Kathryn Maurer, Owen Flannery

College Curriculum Committee
Meeting Minutes
Tuesday, February 4, 2020
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: January 21, 2020	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** BSS: Working on curriculum sheets. Language Arts: Working on curriculum sheets; renewing focus on noncredit certificate and noncredit coreqs re: AB 705, and guided pathways. PSME: Working on curriculum sheets; working on new web development certificate in C S dept. Bio Health: Working on curriculum sheets. Counseling: No updates to report. Fine Arts: Working on Content Review forms. SRC: Working on COR updates. Articulation: No updates to report. Library: No updates to report.
3. Announcements a. New Course Proposal	**Speaker: Eric Kuehnl** The following proposal was presented: C S 70R series. Please share with your constituents. No comments.
b. Notification of Proposed Requisites	Listed are new requisites for V T 88A. Please share with your constituents. No comments.
c. Digital Marketing Certificate Approval	The CCCCO has approved the Digital Marketing Certificate of Achievement! Because it includes new courses for 2020-21, the certificate will be added to the Business Administration curriculum sheet effective summer 2020.
d. LMI for New CTE Programs	Teresa Ong, AVP of Workforce, has found that the LMI usually gathered by faculty when creating new CTE programs is not sufficient for review by BACCC, which requests LMI from a specific group (Center of Excellence). Program creation templates will be updated with guidance from Ong, to guide faculty to request LMI from Center of Excellence from the start of the creation process. Lee noted importance of faculty determining viability of program at the very beginning of the process, in general; Vanatta noted that faculty likely begin conversation with dean/division when creating a new program, so helpful for dean/reps to mention LMI to faculty from the start. Bio Health rep asked how to handle programs currently going through creation process—Kuehnl suggested to request LMI as soon as possible. Language Arts rep asked about implications re: Program Review—Kuehnl unsure; noted that LMI usually gathered only for CTE programs.
4. Consent Calendar a. Web Design Certificate of Achievement—updated	**Speaker: Eric Kuehnl** The following certificate application was presented: Web Design (Fine Arts). This program was approved by CCC in fall quarter, but the division has decided to make some updates before submitting it to the CCCCO (removing some courses); thus, it needs re-approval. Vanatta noted that

	program was part of the streamlined process, which is why it's on the Consent Calendar. Bio Health rep noted that Narrative states there are no comparable programs in the area, but LMI lists programs in the Bay Area. Kuehnl explained difficulty of determining what should be considered local to our district; noted that LMI includes entire Bay Region. Determination of "local" can depend on the discipline, as well as online instruction. Fine Arts rep noted that program has yet to receive BACCC approval, so there is the possibility that one of those other colleges objects during that process. Motion to approve **M/S** (Schultheis, Venkataraman). **Approved.**
5. New Program Application: Film, Television, and Electronic Media Certificate of Achievement	**Speaker: Eric Kuehnl** First read of new Film, Television, and Electronic Media Certificate of Achievement. Feedback received from governance groups is positive. PSME rep asked if there is a repository of program documents that faculty can refer to when creating a new program—Vanatta said there is not, but she has archives and is happy to send examples to faculty, on request. Language Arts rep asked about SFSU being mentioned primarily in Narrative, but SJSU also mentioned in Item 7—Fine Arts rep believes program is primarily associated with SFSU. Kuehnl noted that info listed in Item 7 is supposed to list competing programs; PSME rep agrees. Fine Arts rep will follow up with faculty. Second read and possible action will occur at next meeting.
6. Program Deactivation: Nanoscience	**Speaker: Eric Kuehnl** First read of deactivation of the Nanoscience program (AS degree). Memo notes deactivation is due to insufficient demand. PSME rep noted that NANO courses haven't been taught for a few years and that nanoscience, in general, has become less popular than when the program was created. Second read and possible action will occur at next meeting.
7. Courses not Taught in Four Years	**Speaker: Eric Kuehnl** Vanatta has prepared this year's list; noted courses on the list that were approved for an extension last year, but the term indicated on their form has yet to occur (e.g., spring 2020). Group needs to determine if such courses should be granted carryover approval or required to resubmit. BSS rep noted some courses are cross-listed—for administrative purposes, only one version is ever taught; for articulation purposes, need to keep both on the books. Vanatta noted that CCC could vote to grant blanket exceptions for cross-listed courses (similar to what happened with Independent Study courses last year). Reps engaged in discussion regarding different methods of offering cross-listed courses. Motion to grant carryover approval to courses approved for an extension last year, which listed a term on their form that has yet to occur **M/S** (Francisco, Schultheis). **Approved.** Vanatta will email the list with instructions/deadline tomorrow.
8. Ad Hoc Groups	**Speaker: Eric Kuehnl** Related to recent discussions regarding GE subcommittees, honors course prerequisite, and our curriculum model. Kuehnl discussed topics with Isaac Escoto, AS President, and with CCC Team; resulted in the suggestion of creating an ad hoc group for each topic. PSME rep asked what the charge would be for each group (particular task, timeline, etc.)—Kuehnl would like CCC to discuss and determine; for example, GE subcommittee ad hoc group could draft a document outlining discussions that have happened at CCC and suggest a solution to the current issue. Acknowledged that the topic of honors prereq is weightier and should include involvement of people outside of CCC. Gilstrap added that issue with honors prereq speaks to how decisions are made on campus; noted that there is a lot of ambiguity around

	whether or not the prereq has been removed yet. Fine Arts rep supports creation of ad hoc group to discuss GE subcommittees; believes there is not enough training for those serving on the subcommittees. Mentioned that the course substitution forms submitted by students are difficult to review and that training would be helpful for those. Language Arts rep mentioned the equity aspect of the honors course prereq topic and that including equity in ad hoc group would be valuable. Kuehnl suggested that the ad hoc group for the curriculum model topic involve the creation of a handbook and/or Canvas site for division reps. SRC rep agreed that Canvas could be a good way to provide training; noted that other colleges do this. Kuehnl would like ad hoc group to go deeper than just a handbook and consider drafting best practices for divisions to follow. Noted inconsistencies between different divisions' practices, as well as from year-to-year within a single division due to turnover of reps. Language Arts rep suggested that curriculum model group include discussion of training for new reps. Kuehnl noted that Canvas site could include examples of forms for reps to use as reference. Gilstrap suggested that honors prereq group include program directors, honors counselors and faculty, students, himself. Kuehnl suggested not necessarily asking current GE subcommittee members to serve on that ad hoc group, due to the workload they already have for the subcommittees. Language Arts rep asked if there is an issue with having people outside of CCC serve on ad hoc groups and if they would need to become CCC members—Kuehnl doesn't think so; noted that GE subcommittee members don't have to be CCC reps. Lee agreed that it's good to have people outside of CCC be involved in ad hoc groups. Kuehnl suggested that a formal process at CCC to approve mandate for groups should occur before groups are launched. Kuehnl will begin drafting such a process, to include timelines and specifics for each ad hoc group. Will follow up with Escoto to see if AS approval needed. Kuehnl will email reps to initiate creation of groups.
9. Loads and Seat Counts	**Speaker: Eric Kuehnl** Anthropology dept. faculty, Kathy Perino from FA, Escoto, and others engaged in discussions in the fall, prompted by request of Anthropology faculty to appeal seat counts for certain courses. Currently, no appeals process exists. Attachments to agenda are from discussions at other colleges, which Escoto got from ASCCC. Topic concerns how pedagogy is considered when determining seat counts, as well as reviewing seat counts that historically have been low, which Kuehnl acknowledged is a sensitive topic. Additional concerns are productivity and how to find a balance between divisions. BSS rep noted discrepancy between seat counts for ANTH labs at De Anza and Foothill, even though they're the same course—this prompted the discussion and involves equity across the district. Fine Arts rep also noted discrepancy between seat counts at DA and FH; mentioned that room capacity plays a part. Also noted examples of seat counts remaining the same after a course moved to online delivery. Language Arts rep noted recent discussions re: AB 705 and seat counts for coreqs; expressed desire for transparency, consistency, and opportunity to change seat counts in some cases. Kuehnl noted that rubric used by other college (on attachment) resulted in some seat counts increasing. Bio Health rep mentioned load task force from a few years ago, which did address many inconsistencies in loads between DA and FH. Kathryn Maurer, Anthropology faculty, joined the discussion; noted that Perino explained that the load task force had a specific target of looking at DA and FH inconsistencies, and that they still have ongoing discussions and clean-up.

	Noted their acknowledgement that seat counts are an issue and their suggestion that the discussions be handled by CCC. Kuehnl noted that Escoto stated this issue is within purview of CCC, specifically. Noted that different disciplines have different workloads, which has been discussed; agreed with issue of seat counts not changing when course moved to online delivery (e.g., course that had small seat count due to room capacity not increased when taught online). Kuehnl displayed rubric and example of class size calculator (on attachment)—rubric is a starting point, and calculator is a more complex process. Kuehnl emphasized that using such a process will likely raise some seat counts; not everyone's will go down. Fine Arts rep asked how stacked classes would be affected—Kuehnl unsure but believes total number of students would be balanced between the sections. Kuehnl noted he teaches stacked classes and acknowledged that he doesn't always pay attention to keeping them balanced. Fine Arts rep noted example of stacked classes becoming over-filled; Kuehnl suggested this is a discussion that faculty should have with their dean, if it's becoming an issue. Fine Arts rep noted that some faculty have voiced concern that those who teach online are sometimes expected to teach more students in a section than those who teach on campus. Maurer noted she has found it helpful to differentiate between seat count (# of students in class) and enrollment cap (max # that can enroll in a class)—helps to keep things clear during discussions. Noted that most of documents, including faculty contract, state that online classes must have same enrollment cap as on-campus; was told by Perino that this is because colleges were likely to set higher cap for online than on-campus, with no consideration being given to workload for faculty teaching online. Maurer mentioned recent statewide discussions regarding online workload, with some colleges starting to set lower caps for online offerings because workload for instructors is actually higher. Maurer mentioned "load creep"—increasing unit count on a course, which increases the load, with no good rationale for doing so. This impacts depts. that didn't raise units, because those faculty need to teach more classes per year to meet load. Lee mentioned impact on part-time faculty, who have a maximum load of .666 for the year. Fine Arts rep noted ensuring equity in engaging with each student during class time, and how seat counts can affect this. BSS rep suggested that rubric on attachment is a good model; Kuehnl agreed that it could be used as a starting point, but that additional considerations would need to be taken. Language Arts rep agreed with value in assessing model suggested on attachment to see if it's something we can use. Fine Arts rep suggested considering the difference between experiential and theory-based courses. Other Fine Arts rep suggested reviewing student success data from colleges that have implemented rubric, to see if seat count changes have had any impact on students. Conversation will continue at a future meeting.
10. Good of the Order	
11. Adjournment	**3:38 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Stephanie Chan (LA), Mark Ferrer (SRC), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (guest—Acting Dean, FA & KA), Kathryn Maurer (guest—BSS), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Ron Painter (PSME), Lisa Schultheis (BH), Ram Subramaniam (Dean, BH & PSME), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Nicole Kerbey

Proposed Number: CHLD 80A   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Communication & Self-Reflection Practices for Nannies

Proposed Catalog Description & Requisites:
This class will focus on the unique characteristics of communication for nannies working with parents as employers. The course will explore the complexity of communicating with families with different cultural backgrounds, values, and child rearing styles. Topics will include best practices in effective communication and conflict management. This course will also focus on resume building, contract development, documentation and setting expectations with employers. This course will be experiential inviting students to delve into their own practices and engage in personal reflection regarding child rearing philosophies and communication styles.

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?
This class will be added to a new Certificate of Achievement in Nanny Education (actual title to be determined).

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:
In the United States there is no developed curriculum for nannies in public education. While there is a demand for nannies to have Child Development units, these general courses don't support all of the practices necessary to provide quality care in the home. We in the Child Development and Education department wish to create a Certificate of Achievement that combines existing coursework in Child Development with a few new

courses that focus on the role of the nanny in the home. We believe this certificate would be a valuable addition to the workforce, particularly in our region.

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: Nicole Kerbey
Proposed Number: CHLD 80B   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Curriculum In The Home

Proposed Catalog Description & Requisites:
This course is designed for the nanny working with and providing care to young children in the home. This course will focus on designing developmentally appropriate and culturally appropriate curricular activities and enrichment for young children with a focus on using the home environment as the classroom. Emphasis on how to examine and choose materials as well as arrange unique home environments to meet each child's developmental needs within the family setting.

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?
This class will be added to a new Certificate of Achievement in Nanny Education (actual title to be determined).

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:
In the United States there is no developed curriculum for nannies in public education. While there is a demand for nannies to have Child Development units, these general courses don't support all of the practices necessary to provide quality care in the home. We in the Child Development and Education department wish to create a Certificate of Achievement that combines existing coursework in Child Development with a few new courses that focus on the role of the nanny in the home. We believe this certificate would be a valuable addition to the workforce, particularly in our region.

Instruction Office:
Date presented at CCC:
Number assigned:

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: Nicole Kerbey

Proposed Number: CHLD 80C   **Proposed Units:** 1
Proposed Hours: 1 hour lecture
Proposed Transferability: CSU
Proposed Title: Safety & Nutrition of Young Children in the Home

Proposed Catalog Description & Requisites:
This course will focus on practices for ensuring the health and safety for children from infancy through preschool age under a nanny's care. Emphasis on prevention and the most common risks at various stages of development. Emphasis on arranging spaces and materials to ensure safety while also affording opportunities for optimal development and exploration. There will also be a focus on basic knowledge of nutritional needs at various stages of development as well as safe practices in food preparation and mealtimes to implement in collaboration with parents.

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?
This class will be added to a new Certificate of Achievement in Nanny Education (actual title to be determined).

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:
In the United States there is no developed curriculum for nannies in public education. While there is a demand for nannies to have Child Development units, these general courses don't support all of the practices necessary to provide quality care in the home. We in the Child Development and Education department wish to create a Certificate of Achievement that combines existing coursework in Child Development with a few new

courses that focus on the role of the nanny in the home. We believe this certificate would be a valuable addition to the workforce, particularly in our region.

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
ART 44: Ceramic Sculpture	A. Ruble	Prereq: ART 45A (Beginning Ceramics Handbuilding)	Ongoing
ART 45C: Advanced Ceramics	A. Ruble	Prereqs: ART 45A (Beginning Ceramics Handbuilding) & ART 45B (Beginning Ceramics Potter's Wheel)	Ongoing
ART 45F: Low-Temperature Ceramic Firing & Glazing Techniques	A. Ruble	Prereq: ART 45A (Beginning Ceramics Handbuilding) OR ART 45B (Beginning Ceramics Potter's Wheel)	Ongoing
ART 46B: Potter's Wheel II	A. Ruble	Prereq: ART 45B (Beginning Ceramics Potter's Wheel)	Ongoing

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Film, Television, and Electronic Media

Item 1. Program Goals and Objectives

The Certificate of Achievement in Film, Television, and Electronic Media emphasizes Media Studies and will prepare learners to transfer to a four-year university and for professional careers in a variety of media-related fields. This local certificate is specifically aligned to serve the needs of students who hope to transfer to the San Francisco State University Cinema major and San Jose State University Film major, but who may elect not to complete a degree prior to transfer. The program will offer a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

Program Learning Outcomes:
- Students will demonstrate the ability to analyze, synthesize, and critique media languages and aesthetics.
- Students will demonstrate the ability to interpret, evaluate, and analyze the wide variety of contexts and ideologies embedded within different media forms.
- Students will demonstrate a working knowledge of media history and technological innovation, including its effects upon the development of media as business and art form.
- Students will demonstrate the ability to analyze media's role in the shaping of cultural values and perceptions.

Item 2. Catalog Description

The Certificate of Achievement in Film, Television, and Electronic Media prepares learners to transfer to San Francisco State University and San Jose State University and for professional careers in a variety of media-related fields. The program offers a strong foundation in the language, history, culture, and aesthetics of media. The program objectives fall into two large categories: 1) developing the understandings and skills necessary for a career in media; 2) developing the critical thinking skills necessary to interpret and analyze the values, assumptions, and constituent cultural/sociological phenomena housed within—and underneath—its ubiquitous presence.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (21 units)	MDIA 1 or	Introduction to Film Studies	4	Year 1, Fall
	MDIA 1H	Honors Introduction to Film Studies	4	Year 1, Fall
	JRNL 2	Mass Communication	5	Year 1, Winter

	MDIA 2A or	History of Film 1895-1945	4	Year 2, Winter
	MDIA 2B	History of Film 1945-Current	4	Year 2, Winter
	MTEC 57A	Sound Design for Film & Video	4	Year 2, Fall
	MDIA 20	Fundamentals of Media Production	4	Year 1, Spring
Restricted Electives (select 8 units)	MDIA 3	Introduction to Film & Media Criticism	4	Year 2, Wtr/Spr
	MDIA 11 or	Introduction to Popular Culture	4	Year 2, Wtr/Spr
	MDIA 11H	Honors Introduction to Popular Culture	4	Year 2, Wtr/Spr
	MDIA 12	Popular Culture & United States History	4	Year 2, Wtr/Spr
	MDIA 13 or	Video Games & Popular Culture	4	Year 2, Wtr/Spr
	MUS 11F	Video Games & Popular Culture	4	Year 2, Wtr/Spr

TOTAL UNITS: 29 units

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 5 units
Year 1, Spring = 4 units
Year 2, Fall = 4 units
Year 2, Winter = 8 units
Year 2, Spring = 4 units
TOTAL UNITS: 29 units

Item 4. Master Planning
The Foothill College Mission Statement outlines the importance of programs for transfer and to support students as global citizens: "….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."

The Certificate of Achievement in Film, Television, and Electronic Media will support students looking to transfer by providing a solid foundation in media study basics, as well as transferable and articulated courses to many four-year programs. In addition, the program is intended to address a specific need for employment within our region, including careers in media marketing and promotion, film and video production, and media analysist and archivist. Finally, the program will support the college mission by addressing the increasing importance of media literacy in contemporary society and will strive to produce well-educated citizens.

Item 5. Enrollment and Completer Projections
Numbers indicate that several of the program courses will continue to have robust enrollment,

while others should have enrollment boosted by affiliation with the new program. It is estimated that one year after the program commences, the program will have five completers. It is estimated that after five years, the program can be increased to ten annual completers.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MDIA 1/1H	Introduction to Film Studies/Honors	9	235	8	250
MDIA 2A	History of Film 1895-1945	3	150	3	159
MDIA 2B	History of Film 1945-Current	7	369	9	479
MDIA 3	Introduction to Film & Media Criticism	2	93	2	95
MDIA 11/ 11H	Introduction to Popular Culture/Honors	15/3	586/108	15/3	584/112
MDIA 12	Popular Culture & United States History	2	75	2	78
MDIA 13/ MUS 11F	Video Games & Popular Culture	6/4	171/94	4/4	140/104
MDIA 20	Fundamentals of Media Production	1	18	1	23
MTEC 57A	Sound Design for Film & Video	3	63	2	22
JRNL 2	Mass Communication	N/A	N/A	N/A	N/A

Item 6. Place of Program in Curriculum/Similar Programs
This certificate allows students who are taking a complementary degree (such as Music Technology, Graphic and Interactive Design, Communication Studies, etc.) to complete a certificate of more advanced work in Media Studies as a secondary area of study. This will provide an advantage in transfer applications or the job market. Many students may be interested in Media Studies but not have time to complete the full degree; the certificate of achievement allows them to pursue and receive documentation of this area of study.

Item 7. Similar Programs at Other Colleges in Service Area
De Anza College offers a Film/TV certificate in Production, Ohlone College offers three certificates in Broadcasting, and Laney College offers three certificates in Media, but all of these focus on aspects of production.

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Film, Television, and Electronic Media

Additional Information Required for State Submission:

TOP Code: 0604.20

Annual Completers: 3

Faculty Workload: 1

New Faculty Positions: zero

New Equipment: zero

New/Remodeled Facilities: zero

Library Acquisitions: zero

Gainful Employment: Yes

Program Review Date: December, 2023 (same as the first Program Review of the ADT)

Distance Education: 50-99%

5/4/2019   www.assist.org   Page   1
                     Articulation Agreement by Major
                  Effective during the 16-17 Academic Year
        To: **San Francisco State** |From: **Foothill College**
        16-17 General Catalog   Semester|16-17 General Catalog   Quarter
===

====Cinema, B.A.====

REQUIREMENT INFORMATION DISPLAYED BELOW IS DATED

Review current major requirements here:
http://bulletin.sfsu.edu/programs/

Learn about upper division GE and any additional graduation requirements here:
http://bulletin.sfsu.edu/undergraduate-education/graduation-requirements/

IMPORTANT ADVISORY INFORMATION

At the time of admission to the University, no special permission, application
or portfolio is required to declare the Cinema major. However, before advancing
to courses in the 300 level or higher, all majors must complete the lower
division major requirements (or equivalents) with a grade of C or better (CINE
200, CINE 202, CINE 204, CINE 211, and CINE 212). Check below for articulated
courses.

**This S.F. State degree program and the AS-T in Film, Television, and Electronic
Media (SB 1440 degree) are** "**similar**" **majors.** To view sample 60-unit degree plans
for this pathway and all SF State ADT (SB 1440) pathways, visit
http://ueap.sfsu.edu/articulation/roadmaps

Students should prioritize completion of any articulated courses below that are
included in the AS-T curriculum at the community college.

We also recommend that students try to complete the following SF State
graduation requirements before transfer:
-- American Institutions requirement (US-1, US-2, US-3)
-- a 2nd-semester/quarter course in written English composition that also
satisfies CSU GE or IGETC requirements.

NOTE: A grade of C or better is required for all lower division major
requirements.

Questions about this agreement may be sent to artic@sfsu.edu

===
Cinema, B.A. (continued)
Fall 2019: NOT REQUIRED

Second Year Composition Requirement: SF State requires students to take a 2nd
semester/quarter course in English composition. Completion of this requirement
is also a prerequisite to the upper division Graduation Writing Assessment
Requirement (GWAR) course in the major. Students are strongly advised to
complete a 2nd sem/qtr composition course <u>before</u> transfer; in many majors,
students must complete the GWAR course in the first semester of their junior
year.

Articulated courses that satisfy this requirement are displayed in the
"Important Non-Major Requirements" section at the end of this agreement.

LOWER DIVISION MAJOR REQUIREMENTS

****ALERT** Course articulation displayed here is in effect unless otherwise
noted. For new course articulation effective Fall 2017 and after, visit
http://ueap.sfsu.edu/articulation/transfer-evaluation-system**

CINE 200   Introduction to Cinema   (3)|MDIA 1   Introduction to Film   (4)
             Studies | Studies
                                         | Same as:

CINE 202   Introduction to   (3)|No course articulated
             Filmmaking |

CINE 204   Introduction to   (1)|No course articulated
             Filmmaking Lab |

CINE 211   Film History I   (3)|MDIA 2A   History of Film   (4)
                                         | 1895-1945

CINE 212   Film History II   (3)|MDIA 2B   History of Film   (4)
                                         | 1945-Current

IMPORTANT NON-MAJOR REQUIREMENT **Fall 2019: NOT REQUIRED**

Questions about this agreement may be sent to artic@sfsu.edu

==
Cinema, B.A. (continued)

```
ENG 214    Second Year Written      (3)|ENGL 1B    Composition, Critical  (5)
           Composition-English          |           Reading and Thinking
                                        |    OR
                                        |ENGL 1BH   Honors Composition,    (5)
                                        |           Critical Reading, &
                                        |           Thinking
                                        |    OR
                                        |ENGL 1C    ARGUMENTATIVE WRITING  (5)
                                        |           & CRITICAL THINKING
                                        |    OR
                                        |ENGL 1CH   HONORS ARGUMENTATIVE   (5)
                                        |           WRITING & CRITICAL
                                        |           THINKING
                                        |    OR
                                        |ENGL 12    African American       (4)
                                        |           Literature
```

             A minimum grade of C is required.
                   OR | **OR**
An Equivalent Course: Course(s) shown here also satisfy SF State's Second Year
Composition requirement. Completion of the Second Year Composition requirement
is a prerequisite for enrollment in the Graduation Writing Assessment
Requirement (GWAR) course after transfer.

Second Year Composition Requirement: |No course articulated

             A minimum grade of C is required.

END OF MAJOR

Articulation Agreement by Major
Effective during the 16-17 Academic Year

| To: **San Jose State** | | From: **Foothill College** | |
| 16-17 General Catalog | Semester | 16-17 General Catalog | Quarter |

==

====Radio-Television-Film, B.A.====

STAR Act (SB 1440):
The Radio, TV and Film department accepts the AS-T in Film, Television, and
Electronic Media for transfer into this major. We recommend transfer students
complete the following courses, which are required for the Radio-Television-Film
major at SJSU, as part of their AS-T in Film, Television, and Electronic Media.
Students should take courses which clear the American Institution requirement
and a second course in English composition as part of their CSU GE or IGETC
requirements for the AS-T degree (doing so will increase greater choice in the
60 units of SJSU course work to be taken after transfer).

===
Radio-Television-Film, B.A. (continued)

<u>IMPORTANT TRANSFER INFORMATION</u>:

Admission to San Jose State is competitive in all majors. SJSU continues to have
more qualified applicants than available new student spaces. Because of this,
SJSU is an impacted campus with impacted programs. For the most current
information regarding admission impaction at SJSU please visit our website:
www.sjsu.edu/admissions/impaction

Prior to transferring to San Jose State University all transfers must earn at
least 60 transferable semester units (90 quarter), including the CSU four basic
skill courses required for CSU admission eligibility (except majors which have
an approved CSU GE A3 waiver). Within those 60 semester/90 quarter units,
students are strongly encouraged to complete the following:

1. Lower Division Major Course Requirements (especially for STEM Majors):
Complete as many of the lower division courses required for the major as
possible. Many of these courses may be double counted as part of the CSU
GE-Breadth 39 semester unit requirements. The lower division major courses for
this major are shown below.

2. General Education Requirements:
Complete all the CSU GE Breadth requirements at the community college (39
semester units/58 quarter units). The approved courses for each area can be
found at www.ASSIST.org under the link "CSU GE-Breadth Certification
Courses" for your college. Many of these courses may be double counted to meet
the major requirements shown below, so choose your courses wisely. Some SJSU
majors which meet GE requirements within the majors are noted on the "
Exceptions and Modifications" page in our catalog. Please see your college
counselor/advisor to review your general education in order to receive FULL OR
PARTIAL CERTIFICATION PRIOR TO TRANSFER to San Jose State University.

3. Second Course in English Composition highly recommended:
All students are strongly encouraged to complete a second English composition
course as part of their lower division GE prior to transferring to SJSU (either
to meet CSU GE Area A3 or C2) for the greatest success in passing the Writing
Skills Test (WST) at SJSU. Complete this course with a grade of "C" or better
prior to registering for the WST at SJSU to avoid delays in enrollment for other
SJSU courses. To register for the WST contact our Testing office at:
http://testing.sjsu.edu/wst

4. American Institutions Requirement (US 1, US 2, and US 3 must be completed):
This requirement is normally 2 courses and can be taken as part of your CSU
GE-Breadth 39 semester unit requirements (GE Area D and sometimes Area C). The
approved courses can be found at www.ASSIST.org under the link "CSU US
History, Constitution, and American Ideals Courses" for your college.

5. Graduation Requirement - Physical Education (PE): All undergraduate students
who matriculate at SJSU are required to complete two units of physical education
from Kinesiology/Dance activity courses, unless the major program has an

===
Radio-Television-Film, B.A. (continued)
approved PE waiver. Majors which have approved PE waivers are noted on the
 "Major Exceptions and Modifications" page in our catalog.

Second Course in English Composition:

ENGL 2	Critical Thinking and Writing	(3)	ENGL 1B	Composition, Critical Reading and Thinking	(5)
			OR		
			ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)
			OR		
			ENGL 1C	ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)
			OR		
			ENGL 1CH	HONORS ARGUMENTATIVE WRITING & CRITICAL THINKING	(5)
			OR		
			PHIL 1	Critical Thinking	(5)
	OR			**OR**	
ENGL 1B	Argument and Analysis	(3)	ENGL 1B	Composition, Critical Reading and Thinking	(5)
			OR		
			ENGL 1BH	Honors Composition, Critical Reading, & Thinking	(5)

Preparation for the Major:

RTVF 10	The Art of Film	(3)	MDIA 1	Introduction to Film Studies	(4)
				Same as:	

Lower Division Requirements of the Major:

RTVF 20	Introduction to Sound Production	(3)	No Current Articulation	

RTVF 30	Introduction to Film/TV Production	(3)	MDIA 20	Fundamentals of Media Production	(4)

RTVF 31	Film and Television Aesthetics	(3)	No Current Articulation	

==
Radio-Television-Film, B.A. (continued)
RTVF 80   Introduction to Media   (3)|No Current Articulation
----
RTVF 82   Introduction to Film   (3)|MDIA 2A   History of Film   (4)
           History | 1895-1945

END OF MAJOR

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Kristin Tripp-Caldwell, Kay Thornton
Division: Fine Arts and Communication

Program Title: Film, Television, and Electronic Media
Program Units: 29

Workforce/CTE Program (Y/N): No
       Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate   ____ AA/AS Degree (local)
__X__ Certificate of Achievement   ____ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION
https://foothill.edu/gov/equity-and-education/

Date of meeting:

The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?

Comments:
The feedback from the group was very positive. We were SUPER excited about your second major program objective.

Moving forward as you evaluate student achievement of that outcome in particular, keep me posted on your results! I am thinking this might be a chance to model your work for other areas of the campus.

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: 12/6/19 *The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?* **Comments:** After review of the request, the committee had no further questions and have agreed to the request of setting up a Certificate of Achievement – Film, Television, and Electronic Media.

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: 1/24/20 *The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?* **Comments:** There were no questions or concerns to share. The program sounds great, and we noted that the program addresses multiple points in the college's mission.

Division Curriculum Committee Approval Date: 1/10/20

Division CC Representative: Ché Meneses & Hilary Gomes

Program Deactivation: Nanoscience

Due to insufficient demand, the PSME division has decided to deactivate this program (AS degree) in addition to all NANO courses, as per the following list:

NANO 10
NANO 51
NANO 52
NANO 53
NANO 54
NANO 62
NANO 70R
NANO 71R
NANO 72R
NANO 73R

PSME Division Curriculum Committee Approval: December 5, 2019

FOOTHILL COLLEGE
College Curriculum Committee
Temporary Process to Streamline Certificates of Achievement

Background
In August, the California Community Colleges Chancellor's Office (CCCCO) approved changes to the total units allowed for credit certificates (certificates of achievement). Whereas these certificates used to require 27 quarter units, now they have a minimum of 24 quarter units.

A second type of certificate of achievement, sometimes referred to as a "low unit certificate," previously had a range of 18-26 quarter units—this has been lowered to a range of 12-23 quarter units. Although the college is not required to submit to the CCCCO these low unit certificates, it has the option of doing so, which also enables the college to list these certificates on students' transcripts.

As a result of these changes, 13 of Foothill's existing certificates (either non-transcriptable certificates or low unit certificates of achievement) must be submitted to the CCCCO for approval, if the college wishes to continue to offer them. Additionally, 34 existing non-transcriptable certificates fall within the low unit range of 12-23 and may be submitted to the CCCCO. Therefore, the CCC has created the following process to help streamline the local program approval process for these certificates. Additionally, if a Division wishes to increase the units on an existing non-transcriptable certificate that currently falls under the 12-unit minimum, to bring it within the range of a certificate of achievement, the process may be used. All documentation and local approvals required by the CCCCO are included in the process.

Two deadlines will apply, for Divisions to submit certificate proposals for CCC review:
- **Friday, December 14, 2018: deadline for certificates to be considered for inclusion in the 2019-20 college catalog**
- **TBD: deadline for certificates to be considered for inclusion in the 2020-21 college catalog** (this deadline will be established once the CCCCO has released their guidelines and deadline)

Note that this process shall be used only to streamline local approval of existing (i.e., listed in the 2018-19 college catalog) non-transcriptable certificates and low unit certificates of achievement. Any certificate being modified past the second deadline, as well as any new certificate being developed, shall follow the normal program creation process.

Process
A. The Instruction Office will send each Division a report, listing their existing non-transcriptable certificates and low unit certificates of achievement. The Division will complete the report for submission to the CCC (see step F).
B. Prepare the Narrative document, based on the type of program (Workforce or Local [non-workforce], determined by program TOP Code), that includes the following:
    a. Workforce Certificate:
        i. Program Goals and Objectives
        ii. Catalog Description
        iii. Program Requirements (list of courses)

        iv. Master Planning
        v. Enrollment and Completer Projections
        vi. Place of Program in Curriculum/Similar Programs
        vii. Similar Programs at Other Colleges in Service Area
        viii. Labor Market Information and Analysis (in a separate document)—*refer to pp. 86-89 of the PCAH 6th Edition*
        ix. Apprenticeship only: approval letter from the California DAS

   b. <u>Local Certificate:</u>
        i. Program Goals and Objectives
        ii. Catalog Description
        iii. Program Requirements (list of courses)
        iv. Master Planning
        v. Enrollment and Completer Projections
        vi. Place of Program in Curriculum/Similar Programs
        vii. Similar Programs at Other Colleges in Service Area
        viii. At least one piece of additional documentation (in a separate document), for example:
            1. Programmatic articulation agreements
            2. ASSIST documentation
            For further information, refer to pp. 85-86 of the PCAH 6th Edition

C. The certificate is forwarded to the Vice Presidents to determine if adequate resources are available.

D. The certificate is forwarded to the Division Curriculum Committee for approval.

E. Upon Division Curriculum Committee approval, the certificate is forwarded to the Instruction Office.

F. Once the Division Curriculum Committee has approved all certificates involved in this streamlining process, the Division will send their completed report (see step A) to the Instruction Office. The Division's report will be included on the Consent Calendar for the next available meeting of the CCC, with the Narrative for each submitted certificate included in the attachments to the CCC agenda. The CCC will have the option of pulling an individual certificate for additional discussion or to exclude it from approval.

G. Upon College Curriculum Committee approval, the Instruction Office will prepare a FHDA Board Agenda Item, attach all appropriate documentation and ensure that it is agendized at the next available Board meeting.

H. Upon FHDA Board approval:
   a. <u>Workforce</u> applications will be sent to the appropriate Regional Consortium and the BACCC (Bay Area Community College Consortium) for approval. After their approval, the Instruction Office will submit the application and all attachments to the CCCCO. *Note: Apprenticeship applications do not require Regional Consortium or BACCC approval and will be submitted to the CCCCO immediately following FHDA Board approval.*
   b. <u>Local</u> applications and all attachments will be submitted by the Instruction Office to the CCCCO.