

College Curriculum Committee Meeting Agenda
Tuesday, October 6, 2020
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Action	Attachment(s)	Presenter(s)
1. CCC Orientation	Information		Kuehnl
2. Minutes: June 16, 2020	Action	#10/6/20-1	Kuehnl
3. Report Out from Division Reps	Discussion		All
4. Announcements a. GE Subcommittee Membership b. CCC Priorities for 2020-21 c. CourseLeaf Update & Training Dates d. Articulation Update e. New Certificate of Achievement Approvals by CCCCCO f. Ad Hoc Committees: Curriculum Best Practices & Foothill General Education Process	Information	#10/6/20-2	CCC Team
5. Consent Calendar a. Streamlined Certificate of Achievement	Action	#10/6/20-3-5	Kuehnl
6. Update Distance Learning Addendum	Discussion	#10/6/20-6	Kuehnl
7. Credit for Prior Learning	Discussion	#10/6/20-7	Kuehnl
8. Ethnic Studies Program	Discussion	#10/6/20-8	Kuehnl
9. Good of the Order			Kuehnl
10. Adjournment			Kuehnl

Consent Calendar:

Streamlined Certificate of Achievement (attachments #10/6/20-3-5)
Fine Arts & Communication: Electronic Music

Attachments:

- #10/6/20-1 Draft Minutes: June 16, 2020
- #10/6/20-2 CCC Priorities for 2020-21
- #10/6/20-6 Updated Distance Learning Addendum - draft
- #10/6/20-7 CCCCCO Memo—Credit for Prior Learning
- #10/6/20-8 CSU FAQ on Ethnic Studies

2020-2021 Curriculum Committee Meetings:

<u>Fall 2020 Quarter</u>	<u>Winter 2021 Quarter</u>	<u>Spring 2021 Quarter</u>
10/6/20	1/19/21	4/20/21
10/20/20	2/2/21	5/4/21
11/3/20	2/16/21	5/18/21
11/17/20	3/2/21	6/1/21
12/1/20	3/16/21	6/15/21

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

2020-2021 Curriculum Deadlines:

- 12/1/20* Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/20* Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- TBD* Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
- TBD* Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
- 6/1/21* Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- TBD* COR/Title 5 updates for 2022-23 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), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2020-21

Meeting Date: 10/6/20Co-Chairs (2)

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

Voting Membership (1 vote per division)

<input checked="" type="checkbox"/>	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
<input checked="" type="checkbox"/>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Mark Ferrer		SRC	ferrermark@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong	7135	Interim 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 checked="" type="checkbox"/>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<input checked="" type="checkbox"/>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<input checked="" type="checkbox"/>	Debbie Lee	7497	Acting Dean—FA, KA	leedebbie@fhda.edu
<input checked="" type="checkbox"/>	Don Mac Neil	7248	KA	macneildon@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"/>	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
<input checked="" type="checkbox"/>	Katy Ripp	7355	KA	rippkaty@fhda.edu
<input checked="" type="checkbox"/>	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
<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

Chris Allen, Kristy Lisle, Kathryn Maurer, Michelle McNeary, Teresa Ong, Ram Subramaniam,

Miriam Touni

**College Curriculum Committee
Meeting Minutes
Tuesday, June 16, 2020
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom**

Item	Discussion
1. Minutes: June 2, 2020	Approved by consensus, with amendment. See item 19 for details.
2. Minutes: June 9, 2020	Approved by consensus, with amendment. See item 19 for details.
3. Report Out from Division Reps	<p>Speaker: All PSME: Finished Title 5 updates; have begun to agendize work for the fall.</p> <p>Apprenticeship: Finalizing Title 5 updates; held an election for next year's rep—Murphy will be returning!</p> <p>Bio Health: Finalizing Title 5 updates; Pharmacy Technician dept. made extensive COR revisions, are creating entry- and advanced-level certificates.</p> <p>BSS: Finalizing Title 5 updates; LINC dept. submitting a lot of new courses.</p> <p>Counseling: Andy Lee and Martiza Jackson Sandoval will be next year's reps.</p> <p>Fine Arts: Finished Title 5 updates; Music Technology dept. updating disciplines.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: Finalizing Title 5 updates; made significant changes to some honors CORs.</p> <p>Library: Library developed a webpage of anti-racism resources, incl. links to e-books and streaming videos.</p> <p>SRC: Finalizing Title 5 updates.</p>
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. CCC Meeting Dates for 2020-21 d. Curriculum Institute Virtual Conference e. Bio-Health Diversity and Inclusion	<p>Speakers: CCC Team The following proposals were presented: LINC 411, 412, 413, 414, 415, 416, 417. Please share with your constituents. No comments.</p> <p>New requisites for ENGL 1BH & 1CH, to go into effect for fall 2020 quarter (coinciding with removal of the honors prereq). Please share with your constituents. No comments.</p> <p>Meeting dates for the 2020-21 year have been scheduled. CCC will continue to meet every other Tuesday, from 2:00-3:30 p.m.; we hope to be able to return to the President's Conference Room sometime next year! Note that dates are still tentative and subject to change; Vanatta will send Outlook invitations in August/September.</p> <p>The Curriculum Institute has been shifted to a virtual conference. The cost is now \$200 per attendee—much more accessible. Starer noted the lower cost is an opportunity to increase our attendance. Strongly encouraged reps to attend, noting that Instruction is happy to work with faculty, if cost is an obstacle.</p> <p>The CCCCO has approved the Bio-Health Diversity and Inclusion</p>

Leadership Certificate Approval	Leadership Certificate of Achievement!
5. Consent Calendar a. Streamlined Certificates of Achievement	<p>Speaker: Eric Kuehnl The following certificates were presented: Early Childhood Education Fundamentals, Early Childhood Special Education, Elementary After Care Education (BSS). These certificates were submitted using the streamlined process CCC approved in 2018; all are currently non-transcriptable certificates and will be submitted to the CCCCCO as certificates of achievement if approved. No comments.</p> <p>Motion to approve M/S (Tuttle, Venkataraman). Approved.</p>
6. New Program Application: Online and Blended Instruction Certificate of Achievement	<p>Speaker: Eric Kuehnl Second read of new Online and Blended Instruction Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Tuttle, Meneses). Approved.</p>
7. New Program Application: Cloud Computing Certificate of Achievement	<p>Speaker: Eric Kuehnl First read of new Cloud Computing Certificate of Achievement. No comments. PSME rep informed the group that students have already completed the courses for this certificate and division would like to be able to award certificates to these students as soon as possible, apologizing for the late request. Division requested suspension of rule requiring two reads so that this, as well as items 8-11, may be voted on today instead of having to wait until fall.</p> <p>Motion to suspend rule requiring two reads for items 7-11 M/S (Francisco, Serna) Approved.</p> <p>Motion to approve items 7-11 M/S (Francisco, Serna). Approved.</p>
8. New Program Application: Software Development in C++ Certificate of Achievement	<p>Speaker: Eric Kuehnl First read of new Software Development in C++ Certificate of Achievement. No comments</p> <p><i>See item 7 for motion/approval details.</i></p>
9. New Program Application: Software Development in Java Certificate of Achievement	<p>Speaker: Eric Kuehnl First read of new Software Development in Java Certificate of Achievement. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
10. New Program Application: Software Development in Python Certificate of Achievement	<p>Speaker: Eric Kuehnl First read of new Software Development in Python Certificate of Achievement. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
11. New Program Application: Advanced Software Development Certificate of Achievement	<p>Speaker: Eric Kuehnl First read of new Advanced Software Development Certificate of Achievement. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
12. Program Deactivation: Field Ironworking Certificate of Achievement	<p>Speaker: Eric Kuehnl Second read of deactivation of Field Ironworking Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Murphy, Tuttle). Approved.</p>
13. Stand Alone Approval Request: APSM 123	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for APSM 123. No comments.</p> <p>PSME rep mentioned comments from previous meeting, questioning the</p>

	<p>need for Stand Alone process for courses that are UC transferable, such as THTR 7 [item 18]—unsure why such courses wouldn't automatically be approved. Requested larger discussion on the topic. Noted unusual to see non-CTE/workforce courses listed as Stand Alone. Kuehnl noted Stand Alone form required by the state; Vanatta clarified we are required to have a local approval process for Stand Alone, and CCC created the form as part of our process. Kuehnl explained that all courses not included on a degree/certificate need Stand Alone approval. PSME rep suggested we waive need for certain courses (e.g., UC transferable) to submit Stand Alone form. Vanatta mentioned that Stand Alone form questions will be embedded within CourseLeaf, and suggested CCC consider setting up parameters for certain courses to bypass those questions in the system.</p> <p>Holcroft noted the intention of the process is that the college is strongly cautioned against offering Stand Alone courses. We are supposed to use a rigorous process to determine that each Stand Alone course is needed. Believes it could be an issue if we automatically approve them without review. Fine Arts rep noted that, for ART 15D [item 14], the dept. did review its place within current programs and determined it no longer fits within programs. Course is still relevant for certain students, for transfer purposes. Other Fine Arts rep noted that just because a course is transferable doesn't mean it is major or GE applicable—may just transfer as elective credits. Agreed that Stand Alone process is to ensure rigorous review of courses.</p> <p>Starer agreed with importance of further discussion on this topic and encouraged the group to continue it next year; Gilstrap agreed. Kuehnl will add it to the list of topics for 2020-21.</p> <p>Group agreed to vote on all Stand Alone requests as one motion. Motion to approve items 13-18 M/S (Murphy, Chan). Approved. 1 abstention for item 14, and 1 abstention for item 18</p>
<p>14. Stand Alone Approval Request: ART 15D</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for ART 15D. No comments.</p> <p><i>See item 13 for motion/approval details.</i></p>
<p>15. Stand Alone Approval Request: LINC 82B</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for LINC 82B. No comments.</p> <p><i>See item 13 for motion/approval details.</i></p>
<p>16. Stand Alone Approval Request: LINC 82C</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for LINC 82C. No comments.</p> <p><i>See item 13 for motion/approval details.</i></p>
<p>17. Stand Alone Approval Request: LINC 87</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for LINC 87. No comments.</p> <p><i>See item 13 for motion/approval details.</i></p>
<p>18. Stand Alone Approval Request: THTR 7</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for THTR 7. No comments.</p> <p><i>See item 13 for motion/approval details.</i></p>
<p>19. Discuss E&E Council Concerns about Honors Prerequisite Resolution Process</p>	<p>Speaker: Hilary Gomes Many guests from Equity & Education Council present for discussion. Gomes began by acknowledging her own privilege as a white woman. Gomes is a faculty rep for E&E and was asked to bring concerns from that</p>

group to CCC. E&E had an equity-minded conversation about CCC's approval of the removal of the honors prereq. E&E believes CCC delayed the topic when it was originally presented by Honors Institute co-directors Susie Huerta and Voltaire Villanueva, and only accepted the prereq removal when issue presented by Scott Lankford.

Gomes read emailed remarks from Huerta. Huerta has personally observed that the work of people of color and/or women on campus doesn't seem to garner same level of attention as work by men and/or white people. Huerta expressed thanks for everyone who worked with her and Villanueva on the issue, incl. ad hoc committee, noting she is glad Lankford's work as chair helped result in institutional change. Huerta stated that conversation about access has been happening long before committee was convened, incl. conversation about removing the honors prereq. Huerta pointed out that eliminating the prereq is one of many moves that chip away at traditional barriers—these moves can be tough to propose and take time. Huerta noted that purpose of committee was to bring multiple stakeholders together to discuss—she and Voltaire were members but wanted to take a backseat and make space for collaboration. Huerta believes committee worked out the best way to make change for the program.

Subramaniam thanked Gomes for reading Huerta's email; he is also on E&E and wanted to share his perspective. Noted that CCC is very process- and rule-driven, partly because of state rules. There is a lot of conversation on campus and country-wide around race; suggested CCC step back and examine our own unconscious bias around how we make decisions. Believes this is a good example, noting that last year Debbie Lee and Villanueva brought the same information to CCC, which was received differently than when Lankford brought it this year. Asked the group to be more mindful about how it receives information, moving forward.

Counseling rep recalled a lot of disharmony around honors in the past, and believes that the process of the ad hoc committee and the way their information was presented was clearer. Noted appreciation of their work to give CCC a better rationale and understanding of "why". Stressed belief that our curriculum is not diverse and that we have very little that draws attention to our under-represented students. Applauded the outcome of the honors prereq conversation but believes we need to look at our curriculum closely to ensure it is more diverse and not so Euro-centric, so that our students feel like they belong.

Fine Arts rep attended a brown bag session last week around equity, curriculum, accessibility, and open source. Acknowledged reviewing curriculum an arduous task, but worthwhile; plans to review own curriculum over the summer with this lens. Would also like CCC to address concerns from ASFC. Student guest Jayme Albritton is part of Umoja program and has recently spoken up about lack of support for African-American students on campus; believes Umoja and Puente are great resources for those who choose to enroll but that it can be very limiting in other classes that don't include topics such as social justice in their curriculum. Noted that every field is going to have diverse groups, and that groups are stronger when they're more diverse. Stressed that learning about diverse issues is currently a choice because education frequently doesn't include it.

Kuehnl thanked Gomes for driving the conversation and stepping up to present the concerns from E&E. Looks forward to continuing the conversation next year. Starer asked for amendment to meeting minutes for June 2nd and 9th, to honor the work of Huerta, Lee, and Villanueva, and thank them for their work on this topic.

	Motion to approve M/S (Meneses, Schultheis) Approved . Vanatta will amend the minutes, accordingly.
20. Update Distance Learning Application	<p>Speaker: Eric Kuehnl Continuing discussion from previous meeting. Ongoing topic of updating our Distance Education addendum. PSME rep mentioned information from Academic Senate; believes we are out of compliance because we don't include student-to-student contact or ADA compliance. Asked if all courses currently DE approved will need resubmitted after we revise addendum, to ensure compliance, or if we will wait and resubmit those courses when they are up for Title 5 review (which has been done in the past, in similar situations). Concerned about workload. Kuehnl stated that current mandate from CCCCO asks us to approve only those courses without existing DE approval. PSME rep agreed that this is the case re: the emergency DE situation but noted this would result in courses which are already DE approved being out of compliance. Starer noted we have been out of compliance for a while; would like to address the issue as soon as possible but understands it will likely not be able to happen in the fall; Lisle agreed.</p> <p>Kuehnl will be working on Senate-related issues over the summer, with this as top priority so CCC can move quickly in the fall. Looking for feedback, specifically about student-to-student contact and ADA compliance. PSME rep noted that Math dept. has a document they include on their DE addenda, which they have discussed revising to include student-to-student contact; asked if they should continue such discussions—yes.</p>
21. Revisiting Local Policy Requiring “C” Grade or Better for Major Courses	<p>Speaker: Eric Kuehnl Continuing discussion from previous meeting. Another ongoing topic, which will likely continue next year. PSME rep asked about intention—Kuehnl responded: to shed light on why policy exists at Foothill, and what the implications are (e.g., transfer) if it is revised/removed; to discuss and determine if we want to continue to have this policy in place. Gilstrap noted that if policy is changed to allow Pass grades for major courses, our course catalog needs revised to state that Pass is equal to C grade or higher. Current catalog doesn't state that Pass is equal to any specific letter grade. Also noted that students are allowed to apply max of 16 units to associate degree, for courses taken for P/NP.</p>
22. Paul's Point of Personal Privilege	<p>Speaker: Paul Starer This is Starer's last meeting as CCC co-chair. Noted that much of his work as AVP of Instruction is behind-the-scenes, and he has really enjoyed working with CCC. Shared personal comments and strongly encouraged the group to be innovative in making education more accessible for more groups and types of students, and to be open to new and radical ways of thinking. Thanked the group.</p> <p>Kuehnl thanked Starer on behalf of CCC for his work as co-chair.</p>
23. Good of the Order	
24. Adjournment	3:22 PM

Attendees: Micaela Agyare (LIBR), Jayme Albritton (student), Chris Allen (Dean, APPR), Anthony Cervantes (Dean, Enrollment Services), Melissa Cervantes (Dean, Equity), Stephanie Chan (LA), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Donna Frankel (KA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Carolyn Holcroft (Equity), Kurt Hueg (Dean, BSS), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (Acting Dean, FA & KA), Kristy Lisle (VP Instruction), Lisa Ly (Institutional Research), Dokesha Meacham (CNSL), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Lisa Schultheis (BH), Lety Serna (CNSL), Matt Stanley (KA), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Kella Svetich (LA), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Priya Vasu (student), Anand Venkataraman (PSME), Voltaire Villanueva (Honors Institute)

Minutes Recorded by: M. Vanatta

Item	Suggested By	Status	Notes
Update Distance Learning Form	Day	In process	Vanatta/Kuehnl to present draft updated form on 10/6
Formalize New Program Creation Process	Counseling	Haven't discussed	(From 2018-19) Armerding noted that small group had convened (incl. Academic Senate and governance groups) to focus on creating new process, earlier this year; plan is to regroup after temporary process has been in use for a certain amount of time, to discuss outcome of temporary process and how to move forward
Training for New Curriculum System (CourseLeaf)	BSS	In process	Scheduled for early November
Discuss Process for Evaluation of New Programs	PSME	Haven't discussed	General topic of how to best evaluate new program applications was brought up at the 2/18/20 and 3/17/20 meetings, during readings of new programs. Primarily related to the feasibility of being able to offer all of the required courses, given current budget concerns, but also related to how a new program is marketed and who on campus determines which courses to offer (based on existing programs and student needs)
Continue Credit for Prior Learning Discussion	Day	In process	Currently heading to APM
Continue Load and Seat Count Discussion	Kuehnl	In process	Last discussed at the 2/18/20 meeting, when Kathryn Maurer gave a short presentation; plan was for discussions to continue after Starer returns from leave, and possibly including data analysis to see how closely actual enrollments match seat counts
Continue Prereq Recency Discussion	PSME	In process	Topic was discussed during fall 2019 quarter meetings
Training for New CCC Reps	Day	Ongoing	Kuehnl to schedule training for fall 2020
Creation of Handbook for Reps/Canvas Website	Armerding	In process	Ad hoc group will address

Streamlined Certificate Application

Below is a list of the non-transcriptable certificates that are ready for CCC review/approval. Each certificate listed has been approved by the division curriculum committee, and the state-required narrative is ready for submission to the state.

Fine Arts and Communication Division

Certificate Title	Current Units	New Units	TOP Code	Local or Workforce	Rationale for Change in Units (if applicable)
Electronic Music	16	16	1005.00	Workforce	N/A

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Electronic Music

Item 1. Program Goals and Objectives

The Certificate of Achievement in Electronic Music prepares students to be competent producers of electronic music while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:

- Apply basic principles of music composition, sound synthesis, and audio engineering to produce electronic music.
- Execute an original electronic music production under the supervision of faculty or a professional mentor.

Item 2. Catalog Description

The Certificate of Achievement in Electronic Music provides opportunities for career preparation by providing courses that meet workforce needs. Electronic music production skills are highly desirable not only in the music industry, but also in related industries including music composition for film and television, music composition for video games, and music composition for theatre and dance. The program provides a solid technical background in electronic music production concepts and applications including analog and digital synthesis, sampling, drum programming, algorithmic composition, mixing, mastering, live performance, and music distribution. The outcomes of the program align with industry standards for electronic music production careers. Furthermore, the courses in this certificate will scale up to additional Certificates of Achievement and the AA degree in Music Technology.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (12 units)	MTEC 52A	Mixing & Mastering I	4	Yr 1, Spring
	MTEC 62A	Composing & Producing Electronic Music I	4	Yr 1, Winter
	MTEC 62B	Composing & Producing Electronic Music II	4	Yr 1, Spring
Restricted Electives (select 4 units)	MTEC 70A	Pro Tools 101-Avid Certification	4	Yr 1, Fall
	MTEC 72B	Producing Music with Ableton Live	4	Yr 1, Fall
	MTEC 72C	Producing Music with Logic Pro X	4	Yr 1, Fall

TOTAL UNITS: 16 units

Proposed Sequence:

Year 1, Fall = 4 units

Year 1, Winter = 4 units

Year 1, Spring = 8 units

TOTAL UNITS: 16 units

Item 4. Master Planning

The Certificate of Achievement in Electronic Music aligns with the planned goals for Foothill College because the program serves the regional area in support of workforce development and economic growth. The program is new and does not duplicate any already-existing program within the Foothill-De Anza District or the surrounding colleges.

There is currently an out-of-state college, Berklee College of Music, that offers an online certificate. Their program is strictly offered online and the students are charged considerably higher tuition, \$467/credit hour. Offering our Certificate of Achievement in Electronic Music will benefit our students as well as the industry, locally and statewide.

Local references in support of the program include advisory committee members who strongly support the partnership between Foothill College and the local music production and performance industries. Several of these members work in the electronic music industry, providing a realistic understanding of the short-term and long-term educational needs of the industry.

Item 5. Enrollment and Completer Projections

The courses average 3-32 students per course. The number of projected completers per year is 12. These figures are based on the number of students completing existing Music Technology courses between the years 2016-17 and 2017-18. There is a high demand for professionals with electronic music production skills in the local job market, as well as in other regions of California.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MTEC 52A	Mixing & Mastering I	3	86	4	129
MTEC 62A	Composing & Producing Electronic Music I	3	69	3	61
MTEC 62B	Composing & Producing Electronic Music II	3	11	3	12
MTEC 70A	Pro Tools 101-Avid Certification	4	91	4	104
MTEC 72B	Producing Music with Ableton Live	1	20	1	24
MTEC 72C	Producing Music with Logic Pro X	N/A	N/A	N/A	N/A

Item 6. Place of Program in Curriculum/Similar Programs

There are currently no similar programs at Foothill College. This program fulfills a need expressed by the industry advisory board.

Item 7. Similar Programs at Other Colleges in Service Area

There are no other colleges within reasonable commuting distance that offer a similar program.

Additional Information Required for State Submission:

TOP Code: 1005.00 - Commercial Music

Annual Completors: 12

Net Annual Labor Demand: 5,400

Faculty Workload: 0.46

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: Fall 2019

Distance Education: 50-99%

Music Technology Occupations Labor Market Information Report Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
March 2019

Recommendation

Based on all available data, there appears to be an undersupply of Music Technology workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County.) There is a projected annual gap of about 412 students in the Bay region and 94 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 1005.00 - Commercial Music in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles Music Technology Occupations in the 12 county Bay region and in the Silicon Valley sub-region for an existing program at Foothill College related to a K-12 Strong Workforce Grant/ Dual Enrollment Pathway.

- Sound Engineering Technicians (SOC 27-4014):** Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video productions.
 Entry-Level Educational Requirement: Postsecondary nondegree award
 Training Requirement: Short-term *on-the-job training*
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%
- Audio and Video Equipment Technicians (SOC 27-4011):** Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Excludes "Sound Engineering Technicians" (27-4014).
 Entry-Level Educational Requirement: Postsecondary nondegree award
 Training Requirement: Short-term *on-the-job training*
 Percentage of Community College Award Holders or Some Postsecondary Coursework: 46%

Occupational Demand

Table 1. Employment Outlook for Music Technology Occupations in Bay Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	10% Hourly Wage	Median Hourly Wage
Sound Engineering Technicians	863	865	2	0%	415	83	\$15.13	\$29.35

Audio and Video Equipment Technicians	3,435	3,700	265	8%	1,886	377	\$15.41	\$22.67
Total	4,299	4,565	266	6%	2,301	460	\$15.35	\$24.01

Source: EMSI 2019.1

Bay Region includes Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties

Table 2. Employment Outlook for Music Technology Occupations in Silicon Valley Sub-Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	10% Hourly Wage	Median Hourly Wage
Sound Engineering Technicians	96	103	7	8%	52	10	\$19.71	\$33.96
Audio and Video Equipment Technicians	750	818	68	9%	419	84	\$14.15	\$19.55
TOTAL	846	921	76	9%	471	94	\$14.78	\$21.18

Source: EMSI 2019.1

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (March 2018 - Feb 2019)

Occupation	Bay Region	Silicon Valley
Audio and Video Equipment Technicians	748	232
Sound Engineering Technicians	327	169
Total	1,075	401

Source: Burning Glass

Table 4. Top Job Titles for Music Technology Occupations for latest 12 months (March 2018 - Feb 2019)

Common Title	Bay	Silicon Valley	Common Title	Bay	Silicon Valley
Audio Visual Technician	278	83	Theater Technician	12	3
Systems Engineer	33	28	Systems Specialist	10	9
Video Technician	25	5	Technician	10	3
Director of Event Technology	23	10	Video Production Specialist	10	3
Technical Lead, Audio Visual Engineer	19	0	Video Specialist	10	5
Field Service Technician	17	8	Broadcast Engineer	9	0
Hardware Engineer	17	5	Installation Technician	8	2
Android Engineer	17	0	Audio Dsp Engineer	7	0
Firmware Engineer	16	1	Sound Engineer	7	1
Technology Manager	16	12	Building Engineer	6	0
Audio Engineer	16	4	Engineer, Test	6	6
Production Technician	13	6	Technical Specialist, Audio Visual	6	1
Stage Technician	13	10	Technical Supervisor, Audio Visual	6	2
		2	Validation Engineer	6	6

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Music Technology Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2017)	Jobs in Industry (2022)	% Change (2017-22)	% in Industry (2017)
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Motion Picture and Video Production (512110)	400	400	7%	9.2%
Colleges, Universities, and Professional Schools (611310)	209	216	15%	5.0%
Internet Publishing and Broadcasting and Web Search Portals (519130)	197	206	32%	4.7%
Colleges, Universities, and Professional Schools (State Government) (902612)	188	195	11%	4.5%
Religious Organizations (813110)	149	151	5%	3.5%
Independent Artists, Writers, and Performers (711510)	152	143	(11%)	3.3%
Theater Companies and Dinner Theaters (711110)	137	132	4%	3.1%
All Other Consumer Goods Rental (532289)	125	131	16%	3.0%
Other Commercial and Industrial Machinery and Equipment Rental and Leasing (532490)	128	130	16%	3.0%
Promoters of Performing Arts, Sports, and Similar Events with Facilities (711310)	111	112	11%	2.6%
Sound Recording Studios (512240)	110	110	(5%)	2.5%
Television Broadcasting (515120)	102	103	0%	2.4%
Cable and Other Subscription Programming (515210)	95	102	(1%)	2.3%
Teleproduction and Other Postproduction Services (512191)	103	101	1%	2.3%
Colleges, Universities, and Professional Schools (Local Government) (903612)	103	99	(9%)	2.3%
Custom Computer Programming Services (541511)	83	85	17%	2.0%
Temporary Help Services (561320)	79	79	9%	1.8%
Construction, Mining, and Forestry Machinery and Equipment Rental and Leasing (532412)	74	77	14%	1.8%
Electrical Contractors and Other Wiring Installation Contractors (238210)	72	72	11%	1.7%

Source: EMSI 2019.1

Table 6. Top Employers Posting Music Technology Occupations in Bay Region and Silicon Valley Sub-Region (March 2018 - Feb 2019)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Psav	71	Chabot Las Positas Community College District	5	Apple Inc.	56
Apple Inc.	58	Cynet Systems	5	Google Inc.	19
Psav Presentation Services	48	Disney	5	Psav	19
Google Inc.	21	Fortinet Incorporated	5	Amazon	15
Outsource	18	Freeman	5	Psav Presentation Services	10
Amazon	17	Freeman Company	5	Amazon Lab126	7
Diversified	14	Stanford University	5	Outsource	7
Facebook	13	Activision	4	City Palo Alto	6
Whitlock	13	Allied Digital Services, Llc	4	Diversified	5
Audio Visual Management Solutions	12	Audiovisions	4	Fortinet Incorporated	5
Av Services Incorporated	11	CBS Broadcasting	4	Stanford University	5
Encore Event Technologies	11	California State University	4	Whitlock	5
Amazon Lab126	7	Carney Sandoe Associates	4	Excell	4
Chabot College	7	Compass Group Plc United States	4	One Workplace	4
City Palo Alto	6	Conference Technologies	4	Security Industry Specialists, Inc	4
Compass Group	6	Dublin Unified School District	4	Astrea Partners Inc	3
Avidex	5	Excell	4	Cadence Design Systems Incorporated	3

Educational Supply

There are 4 community colleges in the Bay Region issuing 48 awards on average annually (last 3 years) on TOP 1005.00 - Commercial Music. There are no colleges in the Silicon Valley Sub-Region issuing awards on this TOP code.

Table 7. Awards on TOP 1005.00 - Commercial Music in the Bay Region

College	Sub-Region	Headcount	Associates	Certificates	Total
Cabrillo	Santa Cruz & Monterey	75		2	2
Chabot	East Bay	129			
Diablo Valley	East Bay	366	9	12	21
Foothill	East Bay	757	12	3	15
Las Positas	East Bay	17			
Los Medanos	East Bay	191	6	4	10
Marin	North Bay	44			
Napa	North Bay	22			
Ohlone	East Bay	n/a			
Santa Rosa	North Bay	161			
Solano	North Bay	38			
Total Bay Region		1,800	27	21	48
Total Silicon Valley Sub-Region		0	0	0	0

Source: IPEDS, Data Mart and Launchboard

NOTE: Headcount of students who took one or more courses is for 2016-17. The annual average for awards is 2014-17 unless there are only awards in 2016-17. The annual average for other postsecondary is for 2013-16.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 460 annual openings for the Music Technology occupational cluster and 48 annual (3-year average) awards for an annual undersupply of 412 students. In the Silicon Valley Sub-Region, there is also a gap with 94 annual openings and no annual (3-year average) awards, for an annual undersupply of 94 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1005.00 - Commercial Music

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (1005.00)	Bay (1005.00)	Silicon Valley (1005.00)	Foothill College (1005.00)
% Employed Four Quarters After Exit	74%	77%	63%	64%	66%	66%
Median Quarterly Earnings Two Quarters After Exit	\$10,550	\$15,310	\$4,540	\$4,867	\$7,083	\$7,083
Median % Change in Earnings	46%	82%	71%	61%	13%	13%
% of Students Earning a Living Wage	63%	76%	23%	29%	50%	50%

Source: Launchboard Pipeline (version available on 3/21/19)

Skills and Education

Table 9. Top Skills for Music Technology Occupations in Bay Region (March 2018 - Feb 2019)

Skill	Postings	Skill	Postings	Skill	Postings
Video Conferencing	192	Python	85	Troubleshooting Technical Issues	60
Customer Service	184	Upselling Products and Services	83	Multimedia	55

Digital Signal Processing (DSP)	144	Cisco	82	Audio mixing	51
Repair	143	Software Issue Resolution	81	Debugging	51
Technical Support	133	Broadcast Industry Knowledge	80	Event Planning	51
Audio / Visual Knowledge	124	Project Management	79	MATLAB	51
Operations Management	114	Linux	75	Quality Assurance and Control	50
Customer Contact	106	Satisfaction Failure Correction	74	Firmware	49
Equipment Operation	103	Video Production	73	System Design	48
Sales	101	Cabling	72	Power Tools	44
Audio Engineering	94	Schematic Diagrams	66	Test Equipment	43
Audio Systems	94	Wiring	65	Prototyping	42
Scheduling	90	Music	64	Digital Audio	41
C++	86	Predictive / Preventative Maintenance	63	Hardware Experience	41

Source: Burning Glass

Table 10. Education Requirements for Music Technology Occupations in Bay Region

Note: 48% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings
High school or vocational training	203 (37%)
Associate Degree	17 (3%)
Bachelor's Degree or Higher	334 (60%)

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCCO Data Mart.

Sources

O*Net Online
 Labor Insight/Jobs (Burning Glass)
 Economic Modeling Specialists International (EMSI)
 CTE LaunchBoard www.calpassplus.org/Launchboard/
 Statewide CTE Outcomes Survey
 Employment Development Department Unemployment Insurance Dataset
 Living Insight Center for Community Economic Development
 Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Data Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Section 1

Foothill College Distance Learning Addendum

Addendum to the Course Outline of Record
Course Approval Application for Online/Distance Learning Delivery

By completing this form, you are submitting it for approval by your Division's Curriculum Committee. If you have any questions about the form, or need to make any changes to a previously-submitted form, please contact your Division Curriculum Reps.

* Required

* This form will record your name, please fill your name.

Course Information

1

Division *

- Apprenticeship
- Biological and Health Sciences
- Business and Social Sciences
- Counseling
- Fine Arts and Communication
- Kinesiology and Athletics
- Language Arts
- Library
- Physical Sciences, Mathematics, and Engineering
- Student Resource and Support Programs

2

Course prefix(es), number(s), and title(s) (e.g., MUS 1 Introduction to Music) *

If submitting one form for multiple courses, use a semicolon between each

3

Faculty submitting application *

4

Application type *

- New application (course not previously approved for Distance Learning)
- Updated application (course previously approved for Distance Learning)

5

Distance Learning status *

Note: "State of Emergency" refers to any situation where the FHDA Board of Trustees has declared that the physical campus is closed due to public health emergency or natural disaster

form advances to Section 2

form advances to Section 3 (skips Section 2)

Submit button appears (the rest of the form is not needed, as course(s) will never be taught DL

- Approved for Distance Learning under all circumstances (including Online-Only delivery during State of Emergency)
- Approved for Distance Learning only if required during State of Emergency
- Approved for Distance Learning only via Hybrid delivery if required during State of Emergency (course would be cancelled if Hybrid delivery is not possible)
- Not approved for Distance Learning, even during State of Emergency (course would be cancelled)

Section 2

Distance Learning Modality

The table below is from the 2020-21 Foothill College Course Catalog

Code	Definition	Footnote	Example
W	Online-fully asynchronous (TBA hours)	This is a hybrid class requiring attendance, both on-campus and online. After registering, find out how to log in to the course site: https://foothill.edu/onlinelearning/canvas-info/course-access.html	ENGL 001A01W Tba, Tba, room = online
Y	Hybrid – a combination of on-campus scheduled days and times (with a room number will be held on campus) and asynchronous with online work	This is a hybrid class requiring attendance, both on-campus and online. After registering, find out how to log in to the course site: https://foothill.edu/onlinelearning/canvas-info/course-access.html	ENGL 001A01Y MW, 8-9:50am, room = 6505 Tba, Tba, room = online
V	Virtual – entirely synchronous live in-person online during scheduled days and times	This is a fully virtual online class. ALL scheduled meetings are live with the instructor (e.g., zoom) defined on specific days and times, as noted in the class schedule.”	ENGL 001A01V MW, 8-9:50am, room = online F, 8-8:50am, room = online
Z	Online Hybrid – a combination of synchronous live online scheduled days and times and asynchronous online work	This is a fully online class, with SOME scheduled virtual meetings (e.g., by zoom) defined on specific days and times, as noted in the class schedule. The remaining part of the class is online asynchronous, allowing the student to work according to their own schedule to meet the weekly requirements outlined by the course instructor. After registering find out how to log in to the course site: https://foothill.edu/onlinelearning/canvas-info/course-access.html	ENGL 001A01Z MW, 8-9:50am, room=online Tba, Tba, room=online

6

Select all modalities for which the course may be taught *

- W = Online (asynchronous)
- Y = Hybrid
- V = Virtual (synchronous)
- Z = Online Hybrid

Section 3

Regular and Effective Contact

Any portion of a course conducted through distance education must include regular and effective contact between instructor and students, and among students, either synchronously or asynchronously. This includes any online portion of a hybrid course, and includes any course conducted through distance education during State of Emergency.

7

Instructor-to-Student contact methods *

Select all that apply. For additional information, refer to the Best Practices for Online/Distance Education Courses document: <https://foothill.edu/curriculum/pdf/other/Best%20Practices%20for%20Distance%20Education%20Courses.pdf> (<https://foothill.edu/curriculum/pdf/other/Best%20Practices%20for%20Distance%20Education%20Courses.pdf>)

- Private messages within the Course Management System
 - Personal email outside of the Course Management System
 - Telephone contact
 - Chat room within the Course Management System
 - Weekly announcements in the Course Management System
 - Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus
 - Discussion forums with appropriate facilitation and/or substantive instructor participation
 - E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
 - Group or individual meetings
 - Orientation and review sessions
 - Supplemental seminar or study sessions
 - Library workshops
 - Field trips
 -
- Other

Student-to-Student contact methods *

Select all that apply

- Discussion forums with appropriate facilitation and/or substantive instructor participation
- Chat room within the Course Management System
- Group meetings
- Blogs/Wikis
- Student collaborations
- Study forums
-

Other

Section 4

Accessibility

In accordance with Title 5 and AP 4105, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

9

Confirm that the following accessibility requirements will be built into the course, as applicable *

Use the Other option, if desired, to provide information about additional accessibility details for the course

- Simple, logical, uncluttered course design (module structure)
- Use of Header and Paragraph styles on longer pages
- Font formatting, rather than color, for emphasis in text
- Transcripts of audio clips
- Captions for video clips
- Alt tags on graphics
- Descriptive URL links
- Tables accessible to screen readers (tables should be used only for simple data and have row and column headers; tables should not be used for course layout)
- Directions for accessing support services available for students are clearly posted
-

Other

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents

FROM: Aisha Lowe
Vice Chancellor, Educational Services & Support

Dolores Davison
President, Academic Senate for California Community Colleges

RE: Guidance and System-wide Policy Advisory for the Approved California Code of Regulations, title 5 section 55050, Credit for Prior Learning (CPL), Effective March 20, 2020

The purpose of this memorandum is to provide policy guidance on the amendment to title 5 of the California Code of Regulations, § 55050, Credit for Prior Learning (CPL), as well as comprehensive recommendations to support the local implementation of CPL policy.

To support and achieve the requirements enacted in statute and the goals identified by the Credit for Prior Learning (CPL) Advisory Committee, the Board of Governors unanimously approved an amendment to [title 5 § 55050](#), Credit for Prior Learning. The amended title 5 regulation became effective March 20, 2020.

Credit for Prior Learning is an important strategy to assist California Community Colleges in achieving the goals of the *Vision for Success*. The revised CPL regulations affirm consistent and equitable practices that enable students to obtain credit for validated college-level skills and knowledge gained outside of a college classroom.

This policy reform requires districts and colleges to provide students more consistent and equitable access to prior learning assessments, to promote quality, integrity and equity in the award of credit, and make programs more accessible to millions of students without certificates or degrees.

This guidance memorandum includes the following:

- CPL Definition
- Amendments to CCR title 5, § 55050, Credit for Prior Learning
- CPL Assessment Methods
- Local Policy Implementation Guidance

CPL Definition

The California Community Colleges Chancellor's Office adopts the following definition of CPL and encourages colleges to adopt the same language following local decision-making processes:

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

Students' knowledge and skills might be gained through experiences such as:

- *Military training*
- *Industry training*
- *State/federal government training*
- *Apprenticeships, internships, work-based learning, or other industry-based experiential learning*
- *Validated volunteer and civic activities (e.g. Peace Corps)*

This CPL definition does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in state and out-of-state institutions.

Amendments to CCR title 5, § 55050, Credit for Prior Learning

Summarized below are the amended sections of regulation 55050, for which compliance is mandatory. Additional guidance is provided within bulleted text. Attached with this memorandum is a copy of the complete text of the amended regulatory language, along with the Credit for Prior Learning Implementation Toolkit, which provides tools for policy development and implementation.

Title: The amendment to the regulation incorporated a revision to the title of section 55050. The previous title of the regulation was *Credit by Examination* and the amended title is *Credit for Prior Learning*.

CCR, tit. 5, § 55050 (a): The governing board of each community college district shall adopt and publish policies pertaining to credit for prior learning. The policies shall be transparent and accessible to all stakeholders, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

CCR, tit. 5, § 55050 (b): The governing board may grant credit to any student who satisfactorily passes an assessment approved or conducted by proper authorities of the college. For purposes of this section, "assessment" means the process that faculty undertake with a student to ensure the student demonstrates sufficient mastery of the course outcomes as set forth in the course outline of record. "Sufficient mastery" means having attained a level of knowledge, skill, and information equivalent to that demonstrated generally by students who receive the minimum passing grade in the course.

CCR, tit. 5, § 55050 (c): The nature and content of the assessment shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted in

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accordance with policies and procedures approved by the curriculum committee established pursuant to section 55002. The faculty shall determine that the assessment adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an assessment conducted at a location other than the community college for this purpose.

CCR, tit. 5, § 55050 (d): Credit may be awarded for prior experience or prior learning only for individually identified courses with subject matter similar to that of the individual's prior learning, and only for a course listed in the catalog of the community college. Colleges shall consider the credit recommendations of the American Council on Education pursuant to Education Code section 66025.71. Upon a student's demonstration of sufficient mastery through an examination or assessment, an award of credit should be made, if possible, to California Intersegmental General Education Transfer Curriculum, California State University General Education Breadth, and local community college general education requirements or requirements for a student's chosen program. Award of credit may be made to electives for students who do not require additional general education or program credits to meet their goals.

- CPL must be tied to a course so that faculty can assess prior learning according to a course's student learning outcomes. If the college does not offer a course aligned with the student's learning, faculty can work with faculty at another college on the assessment or refer the student to another college for assessment. Faculty must grant credit first in General Education (GE) or program areas, and grant credit in electives only as a last resort. This ensures that the credits help advance students towards certificates or degrees.

CCR, tit. 5, § 55050 (e), Credit by Examination: The determination to offer credit by examination rests solely on the discretion of the discipline faculty. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be granted only to a student who is registered at the college and in good standing, and only for a course listed in the catalog of the community college.

- *This section draws a distinction between Credit by Exam and other methods of CPL assessment.*

CCR, tit. 5, § 55050 (f): The student's academic record shall be clearly annotated to reflect that credit was earned by an assessment of prior learning.

- In designating these notations, districts should ensure local policy aligns with title 5 section 55052, which requires that credit earned through an advanced placement examination be specifically notated as such.

CCR, tit. 5, § 55050 (g): Grading shall be according to the regular grading system approved by the governing board pursuant to section 55023, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course.

CCR, tit. 5, § 55050 (h): Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

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CCR, tit. 5, § 55050 (i): A district may charge a student a fee for administering an examination pursuant to this section, provided the fee does not exceed the enrollment fee which would be associated with enrollment in the course for which the student seeks credit by examination.

- While districts may charge a fee for examinations (as defined in the “CPL Assessment Methods” section below), districts should keep student equity in mind when determining fees and ensure fees do not limit access to CPL by placing an undue financial burden on students.

CCR, tit. 5, § 55050 (j): The policies and procedures adopted by the governing board of a community college district pursuant to this section shall require that a student, upon completion of their educational plan pursuant to California Education Code Section 78212, shall be referred to the college's appropriate authority for assessment of prior learning if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

- Colleges must put into place a process to automatically refer students to faculty for assessment of prior learning if they meet one of the three conditions.

CCR, tit. 5, § 55050 (k): The policies for assessments adopted by the governing board of a community college shall offer students an opportunity to accept, decline, or appeal decisions related to the award of credit, and in cases of credit by exam, pursuant to sections 55021 and 55025.

CCR, tit. 5, § 55050 (l): The governing board of each community college district shall review the credit for prior learning policy every three years and report findings to the Chancellor's Office. Findings shall include data disaggregated by gender and race/ethnicity including the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree, and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures.

- Data domain/element structures are being incorporated into the Chancellor's Office Management Information System (MIS) to support data reporting requirements. Additional guidance from the Chancellor's Office, including a survey tool to support the qualitative data collection requirement, is forthcoming.

CCR, tit. 5, § 55050 (m): The governing board of each community college district shall incorporate policies pursuant to section 55052 on College Board Advanced Placement examinations and any other districtwide policies governing the award of credit for prior learning to create a comprehensive credit for prior learning policy.

- This CPL policy does not supersede existing policies on advanced placement, international baccalaureate, or other standardized exams.

CCR, tit. 5, § 55050 (n): By December 31, 2020, the district shall certify in writing to the Chancellor of the California Community Colleges that the policies required by this section have been adopted and implemented.

- The Chancellor's Office will administer an electronic form for districts to certify compliance with this section. The certification process will require: 1) submission of the CPL policy language, and 2) districts to confirm that each community college campus within the district has posted its CPL policy in the college catalog and on its Website. The Chancellor's Office will review the district certifications to ensure alignment with Title 5, § 55050, and provide guidance to districts where policies are not aligned.

CPL Assessment Methods

Qualified discipline faculty shall determine the CPL assessment that is appropriate for the student based on their experiences, and credit should be determined by qualified faculty who conduct the CPL assessment. Title 5 § 55050 requires districts and colleges to make various methods of CPL assessment available to students. **For the purposes of charging a fee**, the policy distinguishes two different categories: “assessment” and “examination.”

Examination: A fee can be charged

Credit by examination is a process whereby discipline faculty administer a locally developed exam to determine whether a student can demonstrate sufficient mastery of the learning outcomes of that class. The college may charge a fee.

Assessment: A fee cannot be charged

This type of assessment can include a student developing a portfolio or completing a skills demonstration that is evaluated by faculty. This can also include faculty evaluating a Joint Services Transcript, or developing a “cross-walk” in which they assess the competencies a student achieved in a prior learning experience and determine whether they match the student learning outcomes of a course. College faculty can consult credit recommendations made by the American Council on Education (ACE) in assessing prior learning experiences. Once a faculty member has assessed a standard/common training, the credit recommendation can be made available for other faculty to consider for other students with identical credentials to prevent duplication of assessment and encourage consistency in credit for identical experiences. Students cannot be charged a fee for these types of assessments (this includes standardized tests, such as Advanced Placement (AP), International Baccalaureate (IB), CLEP, Defense Language Proficiency Test, or others).

Local Policy Implementation Guidance

While the regulation is a first step in creating a more equitable, statewide approach to CPL, many decisions are left to local discretion so that colleges can contextualize support for students. The Chancellor's Office is providing resources and support through:

1. *Pilots*. Two pilots were launched to help operationalize CPL. In a joint initiative of the Chancellor's Office and Academic Senate, approximately 20 faculty across seven disciplines created "cross-walks" that examine outcomes from military- and industry-related prior learning experiences and recommend credit in aligned courses. In addition,

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Palomar College is a pilot site for college-wide CPL implementation. Resources from these pilots are being shared in a CPL Implementation Toolkit on the CPL Community of the Vision Resource Center. Join the community at visionresourcecenter.cccco.edu to access resources, connect with colleagues, and share practices and challenges.

2. *Data.* Details will be forthcoming about a data element for MIS related to CPL. In the meantime, colleges are encouraged to build into their policy a process of continuous improvement using data. Title 5 § 55050 requires that every college track and report data related to CPL every three years (see details above).
3. *Transfer.* The Chancellor's Office and Academic Senate continue to collaborate with our intersegmental partners to ensure that CPL is accepted for transfer. Colleges are encouraged to also work with their local four-year partners to ensure transfer of credit.

If you have questions, please contact Chantée Guiney, CPL Specialist (cguiney@CCCCO.edu).

cc: Eloy Ortiz Oakley, Chancellor
Dr. Daisy Gonzales, Deputy Chancellor
Marty Alvarado, Executive Vice Chancellor
CCCCO Staff

Attachments:

Board of Governors of the California Community Colleges, Revisions to Title 5 Regulations of Curriculum and Instruction, §55050 (March 20, 2020)

Credit for Prior Learning Implementation Toolkit (August 2020)

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Frequently Asked Questions (FAQs) on AB 1460 (Ethnic Studies) and Education Code 89032

Meeting the Mandate of AB 1460

How are the Academic Senate of the California State University (ASCSU), campus-based senates, the CSU Ethnic Studies Council and the CSU Office of the Chancellor involved in the implementation process of AB 1460?

The senates (system and campus) are the faculty bodies charged with curricular responsibilities.¹ Education Code 89032 (Section 2.c) requires that “The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section.” During its September 17-18, 2020 plenary, the ASCSU approved AS-3438-20/AA: *Recommended Core Competencies for Ethnic Studies: Response to California Education Code 89032c*, a resolution recommending to the Chancellor’s Office the acceptance of core competencies previously developed and approved by the Ethnic Studies Council.

The development of courses and decisions about their approval to meet this requirement will take place through campus curricular processes

How has the CSU Ethnic Studies Council been involved in the implementation process of AB 1460?

In fall 2019, the Ethnic Studies Council created an original draft of the ethnic studies core competencies. These were shared with the ASCSU, who circulated them to campus senates, then included them in resolution ([AS-3403-19/AA](#)) passed during its January 2020 plenary. The Ethnic Studies Council refined the original competencies contained in the ASCSU resolution and re-submitted them to the ASCSU during the September 2020 plenary of the ASCSU. The ASCSU hosted members of the Ethnic Studies Council Steering Committee at the September 16, 2020 meeting of the Academic Affairs Committee of the ASCSU to finalize the core competencies required by this section of Education Code.

As required by Education Code 89032 (Section 2.c) the CSUCO is working with the ASCSU and the Ethnic Studies Council. The ASCSU is the recognized faculty body responsible for consultation on curriculum.

¹California’s Higher Education Employee-Employer Relations Act (HEERA) Section 3561 b states that while faculty are represented by the California Faculty Association for collective bargaining,

"The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, or Hastings College of Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved."

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The ASCSU reaffirmed its role as the appropriate body to consult with faculty disciplinary groups, such as the Ethnic Studies Council, most recently in resolution [AS-3421-20](#).

Have the three bodies named in AB 1460 approved the “core competencies”?

Yes, the approvals can be found at the following links:

- [Council on Ethnic Studies, September 15, 2020](#)
- [Academic Senate California State University, ASCSU 3438-20/AA, September 17-18, 2020](#)
- [CSU Office of the Chancellor September 19, 2020](#)

What is the timeline for implementation?

The law requires each CSU campus to offer courses in ethnic studies by the fall of 2021. Additionally, it requires that students graduating in 2024-25 and beyond shall have met the ethnic studies requirement. In order to meet campus curricular deadlines for the fall 2021 semester, so that students who enter the CSU as first-time freshmen in the fall of 2021, and students intent on transferring to the CSU who begin at the California Community Colleges (CCC) in fall 2021 are able to meet this new requirement, the CSU must move forward with updating Title 5 and the Executive Order on CSU GE Breadth this fall to allow the CSU and CCC campuses the opportunity to do their curricular work in shared governance.

What about faculty control of the curriculum?

Faculty remain in charge of defining and delivering the curriculum. The CSU has consistently maintained that the development of degree program requirements and academic courses is the longstanding purview of duly elected faculty via campus-based senates and the ASCSU, not third-party entities or the state legislature.

The ASCSU and the Ethnic Studies Council, as described earlier, worked collaboratively to establish the core competencies for the ethnic studies requirement. As is called for in the law, once these competencies were approved by the Ethnic Studies Council, they were presented to the Academic Affairs Committee of the ASCSU. These competencies were included in a resolution that was approved by the ASCSU during their September 2020 plenary and then transmitted to the CSU Office of the Chancellor, which accepted these recommended core competencies. The next step in this shared governance process will be for faculty on each campus to revise their campus-based GE programs and approve courses to meet this new requirement based on the core competencies.

What are the core competencies for the ethnic studies requirement?

The core competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They will be incorporated into the revised Executive Order on CSU GE Breadth, which will be available for campus review on or about October 1, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four

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historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSU General Education Breadth

Why is the new requirement in GE?

The determination that this requirement would be housed in general education is based on several years of discussion. First, the CSU Ethnic Studies Task Force Report, issued in 2016, recommended an ethnic studies section in CSU GE. Second, in the “Findings and Declarations” section of AB 1460, the author calls out the recommendation of the CSU Ethnic Studies Task Force Report that ethnic studies be a CSU General Education requirement.

Finally, during her testimony before the California State Assembly Higher Education Committee on April 23, 2019, Assembly member Shirley Weber called for this requirement to be in General Education. On June 25, 2019, in her opening statement at a California State Senate Education Committee hearing, she once again referred to the CSU Ethnic Studies Task Force, stating: “In 2016, the number one recommendation of that task force was to make ethnic studies a general education requirement throughout the CSU system. AB 1460 codifies the number one recommendation of the CSU task force report.”

Why is the new ES requirement being placed in lower division?

The requirement must be in the lower-division to assure that all students have taken the course and that it does not alter existing ADT and major requirements. By law, the CSU may not increase the units required for graduation. This is particularly pertinent to Associate Degrees for Transfer (ADTs). The CSU cannot add anything to the lower-division 60 units of ADTs that the California Community Colleges offer, unless it is inserted into CSU GE Breadth.²

Can the requirement be met with an upper-division course?

Yes, in certain circumstances it may be met with an upper-division course, but, in order to comply with AB 1460, all campuses must provide lower-division course options in ethnic studies for students. Any campus may offer upper-division courses that meet any lower-division requirement. Campuses should be cautious to not set extra requirements for transfer students. This means that students should not be

² SEC. 2. Article 3 (commencing with Section 66745) of the Education Code, the Student Transfer Achievement Reform Act (SB 1440)

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required to meet a GE requirement twice. If a transfer or FTF student chooses to meet this requirement at the lower division, or does so as part of their ADT, they may not be required to do it again at the upper division.

Why are new three units for the new ES requirement being removed from “Area D” Social Science?

The CSU Bachelor of Arts or Bachelor of Science degree requires the completion of 120 units, of which General Education comprises 48 units (39 lower-division units and nine upper-division units). To avoid increasing the total number of units in degree programs, the new three-unit requirement must be reallocated from another area of General Education.

Social Science (“Area D”) had the largest number of units available compared to all other lower-division areas of CSU GE. Although Area C (Arts and Humanities) also has 9 lower-division units, they are split. Three units must be in Arts, three must be in Humanities and the final three units may be in either Arts or Humanities, based on the student’s selection. The addition of a new three-unit ethnic studies requirement will still leave “Area D” with six lower-division units. Additionally, three of the upper-division GE units remain in Social Science.

In July 2020, the CSU Board of Trustees removed three units from lower-division “Area D” and created a new lower-division “Area F;” this is where the ethnic studies requirement will be housed.

Isn’t “Area D” already met by the two courses required for U.S. History and American Institutions? What will happen to departments that currently offer these courses in “Area D”?

Including the U.S. History and American Institutions requirement in Area D is a campus-based decision. Executive Order 1061 does not require that the courses in United States History and American Institutions both be incorporated into CSU GE Breadth or only in “Area D.” On some CSU campuses United States History is in “Area C”.³

Will double-counting be allowed? Could a course fulfill the new Ethnic Studies requirement and also complete the American history requirement as specified in EO 1061?

Yes, a course could meet both the “Area F” ethnic studies requirement and the United States History requirement by fulfilling the learning outcomes for both. However, if United States History meets an “Area D” requirement, the student would need to choose the GE area for credit (either F or D). The requirement in American history would be complete no matter which GE area the student selects.

Will courses with a focus outside of the United States count towards the “Area F” ethnic studies requirement?

No, such courses are unlikely to meet the newly established core competencies. In the past, campuses have allowed courses about Asia, Central or South America or Africa to count as meeting their diversity requirement. For the new “Area F” ethnic studies requirement, only courses from the four core departments--that also meet ethnic studies learning outcomes--will meet the GE requirement.

What is the difference between a graduation requirement and a CSU General Education Breadth requirement?

³ Title 5 § [40404](#), or [EO 1061](#) *Graduation Requirements in United States History, Constitution and American Ideals*

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Graduation requirements are a broader category than GE requirements. Graduation requirements include things such as the total number of units needed to complete the degree, the number of units required at the upper division, the completion of a specific set of courses for a major and the general education requirements.

Due to transfer requirements between the CCC and the CSU, there are some graduation requirements that are not required of all baccalaureate students at all campuses. For example, a graduation requirement outside of CSU GE Breadth would not be required as part of the Associate Degree for Transfer (ADT) and may not be required at another campus. The Title 5 requirement in U.S. History and American Institutions is not in Education Code, as this new Ethnic Studies requirement is, thus the level of flexibility for campuses to meet the requirements is different.

Additionally, including this requirement within GE sets it on the same level as other disciplinary requirements in CSU GE Breadth.

How will students who transfer from the California Community Colleges meet this new requirement?

Beginning in fall 2021, students in the CCC will have courses available on their respective campus that meet CSU GE Area F. This will be possible due to the long-standing process by which we approve CCC courses for the various CSU GE categories (and also the US History and American Institutions courses).

Courses for this new Area F will become a part of this process. Courses will need to meet the same standards that CSU courses do to be approved for Area F.

Ethnic Studies

Is it true that courses included in the newly establish “Area F” of the GE curriculum must be offered by departments in ethnic studies?

In general, yes, any courses in “Area F” will need to have an ethnic studies prefix (which usually means it is offered by an ethnic studies department), unless it is an approved, cross-listed course (see the next question for additional details). For example, a course offered by a Native American Studies department or program, that met the core competencies, would count as fulfilling this requirement. However, a course on indigenous people that a sociology department offered would not meet the requirement, unless it was an approved, cross-listed course (see the next question).

In the CSU Ethnic Studies Task Force Report, as well as in the Findings and Declarations section of AB 1460 and within the newly created core competencies, ethnic studies is defined as “...the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.” Courses that meet this requirement will need to meet the core competencies developed by the ASCSU and the Ethnic Studies Council. These competencies (outcomes) will appear in the revised executive order. These statewide core competencies will serve as guideposts for the campuses, which use them to tailor their specific SLOs to best serve their specific campus needs.

Is cross listing of courses with non-ethnic studies departments allowed?

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Yes. If a course is approved via traditional curricular processes for cross-listing (meaning both departments agree to this cross-listing) and the course meets the core competencies and is approved by the campus GE committee for Area F, then the course meets the requirements.

For example, if a course on the “History of African Americans in the United States” is cross-listed between the African American Studies Department and the History Department, and is approved for Area F, a student would receive credit for meeting Area F no matter which section of the course they took.

Is it true that courses that meet the Area F Ethnic Studies General Education requirement can only be approved by ethnic studies faculty?

No, general education is under the purview of all faculty on campus via the shared governance process.

The new Area F of CSU GE Breadth in Ethnic Studies is not a disciplinary requirement; it is a General Education (GE) requirement. No one category in GE is the domain of a single academic discipline (e.g., biology faculty do not solely determine courses for the “Area B2” in CSU GE). Although courses for this GE requirement will likely come from a limited number of departments, and will have structured learning outcomes systemwide (core competencies), the GE program is shaped at the campus level by faculty across disciplines in order to ensure the richest and most broad scholarly foundation for all students. This is accepted practice, not only in the CSU, but nationwide, and it has proven successful in encouraging students to explore new disciplines.

Please note, however, that CSU policy does not constrain campuses from including additional faculty in the GE or curriculum approval process.

General Questions

Who can teach these courses?

The law is silent on personnel issues. Departments will utilize existing practices to identify and appoint faculty qualified to teach courses based on qualifications determined by the appropriate college and department. Campuses should consult their AVP for Faculty Affairs on this issue.