

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

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: January 21, 2020	Action	#2/4/20-1	Kuehnl
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. Digital Marketing Certificate Approval d. LMI for New CTE Programs	Information	#2/4/20-2 #2/4/20-3	Kuehnl Starer
4. Consent Calendar a. Web Design Certificate of Achievement—updated	Action	#2/4/20-4	Kuehnl
5. New Program Application: Film, Television, and Electronic Media Certificate of Achievement	1st Read	#2/4/20-5	Kuehnl
6. Program Deactivation: Nanoscience	1st Read	#2/4/20-6	Kuehnl
7. Courses not Taught in Four Years	Discussion	#2/4/20-7	Kuehnl
8. Ad Hoc Groups	Discussion		Kuehnl & Starer
9. Loads and Seat Counts	Discussion	#2/4/20-8-9	Kuehnl
10. Good of the Order			Kuehnl
11. Adjournment			Kuehnl

Consent Calendar:

Streamlined Certificate of Achievement (attachment #2/4/20-4)
 Fine Arts & Communication: Web Design—updated

Attachments:

#2/4/20-1 Draft Minutes: January 21, 2020
 #2/4/20-2 New Course Proposal: C S 70R series
 #2/4/20-3 CCC Notification of Proposed Requisites
 #2/4/20-5 New Program Application: Film, Television, and Electronic Media Certificate of Achievement
 #2/4/20-6 Program Deactivation: Nanoscience
 #2/4/20-7 Courses not Taught in Four Years
 #2/4/20-8 Curriculum Spinning
 #2/4/20-9 Class Size Resource & Planning

2019-2020 Curriculum Committee Meetings:

<u>Fall 2019 Quarter</u>	<u>Winter 2020 Quarter</u>	<u>Spring 2020 Quarter</u>
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: 2/4/20Co-Chairs (2)

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

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

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

Visitors

Debbie Lee, Chris Allen, Kathryn Maurer

<p>c. Web Browser Issues with C3MS</p> <p>d. CourseLeaf Update</p> <p>e. New PCAH</p>	<p>Vanatta presented announcement. A few reps have noticed issues with COR formatting when using Firefox. Sysadmin Bradley Creamer has informed that this is a known issue and advises all to use Chrome for best results with C3MS. Note that Firefox and others may still be used, but formatting might look messed up when viewing CORs.</p> <p>Starer presented announcement. We are now finalizing implementation of the course management system portion of CourseLeaf. Hope to be able to begin using part of that system by the end of winter quarter. Next step is to implement the catalog portion; unclear if we need to wait until catalog is fully implemented before we can fully use the course management system.</p> <p>Vanatta presented announcement. The CCCCO published the 7th edition of their Program and Course Approval Handbook (PCAH) in fall; link on CCC website has been updated. Reviewed new edition and compared it to previous—only updates related to changes in Title 5 and other regulations that we already know about (e.g., unit values for certificates of achievement, removal of English/math test scores from competency requirements).</p>
<p>4. Consent Calendar</p> <p>a. GE Applications</p>	<p>Speaker: Eric Kuehnl The following GE applications were presented: Area I—HUMN 1H, 5H; Area IV—SOC 45. No comments.</p> <p>Motion to approve M/S (Venkataraman, Meezan). Approved.</p>
<p>5. Stand Alone Approval Request: R T 75</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for R T 75. No comments.</p> <p>Motion to approve M/S (Subramaniam, Venkataraman). Approved.</p>
<p>6. Cross-List Request: R T 75 & DMS 51A</p>	<p>Speaker: Eric Kuehnl Cross-listed Course Approval Request for R T 75 (new course for 2020-21) & DMS 51A (existing course). No comments.</p> <p>Motion to approve M/S (Chan, Murphy). Approved.</p>
<p>7. GE Subcommittees</p>	<p>Speaker: Paul Starer Process not going smoothly for some of the GE areas; continue to struggle to staff the subcommittees and some have just one member, which is unfair to both submitting faculty and sole serving subcommittee member. Would like to begin discussion on how to resolve this issue. Does not appear to be enough to simply ask faculty to volunteer. One option is to bring full GE review back to CCC.</p> <p>PSME rep asked how many GE applications are reviewed in a given year—Starer noted it depends on the GE area. Kuehnl noted that subcommittees also handle GE course substitution applications from students, which the CCC Co-Chair (he) distributes; was a big issue this year, as some were delayed for months due to no one serving on some subcommittees. Also noted that this year had a low number of members continuing from the previous year. Fine Arts rep serves on Area I subcommittee, suggested CCC increase meeting time and fully review GE applications. PSME rep agreed. Kuehnl asked how much time it usually takes to review applications—Fine Arts rep noted Area I members review separately and then discuss via email; previously met in person, which the rep preferred. Also suggested that new eyes on applications, from a variety of disciplines, would be good. Other PSME has served on Area V subcommittee for years and was on central GE committee before that; noted that some applications take just 15 minutes but at times can take hours on a single application.</p> <p>Starer noted if GE review brought to CCC would need to establish policies and procedures for review, including when to send back to faculty for revisions, etc. PSME rep provided history of GE review at CCC, making</p>

	<p>note of decision that GE review would consume too much time at CCC and take time away from discussion of bigger picture topics. Agreed with Starer of need for process if GE review brought to CCC, including who would communicate issues with faculty. Another PSME rep noted that sometimes faculty reluctant to participate in “temporary” groups for fear that it will turn into long-term commitment; suggested review continue to be on a volunteer basis. BSS rep suggested faculty submitting GE application attend meeting at which application being discussed; PSME rep noted this was included in prior discussion, due to situation concerning a specific application, which resulted in current GE application forms requiring information come directly from COR. Noted concern that if faculty member attends meeting they would potentially provide information not directly from COR, which would be a change from current submission criteria. Language Arts rep suggested that faculty could attend but still keep requirement that information must come directly from COR. PSME rep expressed need to determine ahead of time and be clear whether or not additional information would be allowed, outside of the COR.</p> <p>Kuehnl noted concern that faculty attending CCC meeting during review could affect robustness of review. Fine Arts rep suggested consideration of automatically adding to Foothill GE list courses that have been approved for transfer GE (CSU GE, IGETC); noted this has been suggested in the past. PSME rep noted that students may choose to complete transfer GE pattern instead of Foothill GE; Gilstrap confirmed no requirement for student to complete Foothill GE, may use CSU GE or IGETC. PSME rep mentioned discussion at CCC a few years ago regarding eliminating Foothill GE pattern. Subramaniam and Gilstrap noted that transfer GE patterns require more courses, so Foothill GE does appeal to some students.</p> <p>Kuehnl asked if anything prohibits bringing applications to CCC if a subcommittee has no members; could be a stopgap if this occurs again. Starer suggested this would need to be concrete decision, discussed first with Academic Senate, as CCC is a subcommittee of Senate. PSME rep agreed; stated it is the responsibility of CCC to set clear processes for faculty to follow and to be transparent with campus regarding any changes in process. Fine Arts rep noted that GE course substitution forms are often submitted on paper (not electronically) and can take time to review; must ensure that enough time would be devoted to GE review and not take away from other CCC business. Starer noted that CCC could make clear on agenda when applications are being reviewed and how much time devoted to such review. Bio Health rep mentioned prerequisite waiver forms, and asked if similar process could be used for GE course substitution forms (reviewed by division/discipline faculty, instead of GE subcommittee). Gilstrap noted that prereq clearance forms used by students not to receive credit but to clear a prereq and be allowed to enroll in a course; GE course substitution forms result in credit being awarded, if approved. Kuehnl noted that GE course substitution forms don’t necessarily articulate the course taken by the student to a specific course at Foothill (although some do); they are asking that the course be assessed for the GE area, in general.</p> <p>Starer asked if group would find it useful to see examples of GE course substitution forms, to aid in further discussion at future meeting. Kuehnl will speak with Isaac Escoto (Senate President) regarding topic.</p>
<p>8. Honors Course Prerequisite</p>	<p>Speaker: Eric Kuehnl Continuing discussion from previous meeting, at which Honors Institute staff were guests. Starer noted follow-up conversation with Gilstrap regarding articulation implications; Gilstrap confirmed need to rearticulate any course on which prereq being removed. Gilstrap followed up with UC to ask if still need to resubmit if Foothill determined that honors prereqs were originally</p>

	<p>applied inappropriately—yes, we will. Additionally, if course approved for CSU GE, IGETC, or C-ID, need to resubmit for those once UC transfer reapproved. From articulation perspective, whenever a course needs to be rearticulated, it opens up the possibility that the reviewer might identify issues that the previous reviewer did not. Gilstrap asked group to take this into consideration in any discussions of removing the prereq. Noted annual deadlines regarding UC approval.</p> <p>Lee noted that Honors Institute staff still using process of manually clearing prereqs in Banner (two steps per student). Subramaniam asked if prereq could be listed on COR but not enforced in Banner. Gilstrap noted that honors program specifies that students must be Honors Institute participants in order to register; asked how to handle this if certain honors courses apply prereq and others do not. Starer noted concerns regarding an audit if we explicitly decide to not enforce prereq in Banner. Lee asked about possible implications from audit if we continue to enforce honors prereq that we cannot back up with data—Starer agreed that is an issue, but expressed concern with removing prereq from all honors courses en masse. Suggested would be better for each dept. to discuss and determine if prereq should be applied to their courses; should not be removed administratively. BSS rep noted some faculty in division expressed concerns regarding removal of prereq and would like to see data regarding success rates. Gilstrap suggested ad hoc group be convened to include various stakeholders around campus, to help guide the conversation. Starer in support; would like Kuehnl to discuss with Isaac Escoto.</p> <p>Fine Arts rep provided feedback from Communication dept. Feedback expressed belief that removing the prereq could harm the honors program; suggested either automation of registration processes for students (while keeping prereq in place) or removal of prereq in conjunction with priority registration for honors program students.</p>
9. Improving our Curriculum Model	<p>Speaker: Eric Kuehnl Topic delayed to future meeting, due to time constraint.</p>
10. Good of the Order	
11. Adjournment	<p>3:25 PM</p>

Attendees: Micaela Agyare (LIBR), Chris Allen (guest—Dean, APPR), Stephanie Chan (LA), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Taylor Johnson (guest—PSME), Marc Knobel (PSME), Eric Kuehnl (Faculty Co-Chair), Debbie Lee (guest—Acting Dean, FA & KA), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Ron Painter (PSME), Lisa Schultheis (BH), Paul Starer (Administrator Co-Chair), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

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

**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: Baba Kofi Weusijana

Proposed Number: C S 70R series

Proposed Units: 1-4

Proposed Hours: 3-12 hours laboratory

Proposed Transferability: CSU

Proposed Title: Independent Study in Computer Science

Proposed Catalog Description & Requisites:

Provides an opportunity for the student to expand their studies in computer science beyond the classroom by completing a project or an assignment arranged by agreement between the student and instructor. The student is required to contract with the instructor to determine the scope of assignment and the unit value assigned for successful completion. Students may take a maximum of 6 units of independent study per department.

Proposed Discipline: Computer Science

(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?

Web Application Development Certificate

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:

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
V T 88A: Clinical Preceptorship	S. St. Onge-Cole	Prereqs: V T 52A & 52B (Veterinary Assisting I & II)	New for 2020-21

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Web Design

Item 1. Program Goals and Objectives

The Certificate of Achievement in Web Design prepares students to be competent web designers while providing the opportunity to gain skills necessary to advance their careers.

Program Learning Outcomes:

- Apply basic principles of website design to build professional quality websites
- Use industry standard software and coding languages to design professional quality websites for businesses engaged in various activities

Item 2. Catalog Description

The Certificate of Achievement in Web Design provides opportunities for career preparation by providing courses on the continuum from front-end interface to back-end coding. Website design skills are highly desirable not only in the graphic design profession but also for building websites for any and all other professions. Students enrolled in this program develop basic skills in the integral processes of web design while learning industry standard web design software, web coding languages, and professional practices. The outcomes of the program align with professional web design standards and are designed to produce a well-rounded, highly-trained graduate with sufficient expertise to be employable in an ever-expanding job market. Furthermore, the courses in this certificate will scale up to the Certificate of Achievement and AA degree in Graphic and Interactive Design.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Required Core (16 units)	GID 55	User Experience (UI/UX) Design	4	Yr 1, Winter
	GID 56	Website Design	4	Yr 1, Fall
	GID 57	Website Design & Development II	4	Yr 1, Fall
	GID 58	Web Design & Development III	4	Yr 1, Spring

TOTAL UNITS: 16 units

Proposed Sequence:

Year 1, Fall = 8 units

Year 1, Winter = 4 units

Year 1, Spring = 4 units

TOTAL UNITS: 16 units

Item 4. Master Planning

The Certificate of Achievement in Web Design 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 unique and does not duplicate any existing program within the Foothill-De Anza District or the surrounding colleges. The program is also unique in that it can be achieved completely online.

Local references in support of the program include surveys showing that the vast majority of web designers have broad knowledge of a spectrum of web technologies that span user interface to server side coding, with competencies in a narrow piece of that spectrum. The

program courses meet the need of a broad audience, from small businesses that need to enhance their competitiveness through an interactive web presence to self-employed contractors and small agencies developing websites, to degree holders who want to transition to web design careers, and need to be proficient across the spectrum of web technologies.

Item 5. Enrollment and Completer Projections

The courses average 30 students per course. The number of projected completers per year is 20. These figures are based on the number of students completing the program courses in the 2017-18 academic year. There is a high demand for professionals with web design and development 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
GID 55	User Experience (UI/UX) Design	N/A	N/A	N/A	N/A
GID 56	Website Design	4	141	5	172
GID 57	Website Design & Development II	2	47	3	60
GID 58	Web Design & Development III	1	23	1	24

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 GID advisory board as well as surveys of the Silicon Valley workforce community.

Item 7. Similar Programs at Other Colleges in Service Area

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

FOOTHILL COLLEGE
Credit Program Narrative
Certificate of Achievement in Web Design

Additional Information Required for State Submission:

TOP Code: *0614.30*

Annual Completers: *20*

Net Annual Labor Demand: *11,200*

Faculty Workload: *1*

New Faculty Positions: *zero*

New Equipment: *zero*

New/Remodeled Facilities: *zero*

Library Acquisitions: *zero*

Gainful Employment: *Yes*

Program Review Date: *Fall 2019*

Distance Education: *100%*

ATTACH THE FOLLOWING (non-Apprenticeship):

- 1. Labor Market Information and Analysis**
- 2. Advisory Committee Recommendation** (*includes advisory committee membership, minutes, and summary of recommendations*)
- 3. Regional Consortia Approval Meeting Minutes** (*showing program recommendation*)

Web Design and Development Occupations Labor Market Information Report Foothill College

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

Recommendation

Based on all available data, there appears to be an undersupply of Web Design and Development 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 1,108 students in the Bay region and 366 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0614.30 - Website Design and Development 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 Web Design and Development Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- **Web Developers (SOC 15-1134):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).

Entry-Level Educational Requirement: Associate's degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

Occupational Demand

Table 1. Employment Outlook for Web Design and Development Occupations in Bay Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	25% Hourly Wage	Median Hourly Wage
Web Developers	10,785	12,579	1,794	17%	5,764	1,153	\$27.66	\$42.99

Source: EMSI 2019.3

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 Web Design and Development Occupations in Silicon Valley Sub-Region

Occupation	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	5-Yr Openings	Average Annual Openings	25% Hourly Wage	Median Hourly Wage
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Web Developers	3,323	3,963	640	19%	1,870	374	\$29.12	\$41.76
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Source: EMSI 2019.3

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 (December 2018 - November 2019)

Occupation	Bay Region	Silicon Valley
Web Developers	28,798	12,422

Source: Burning Glass

Table 4a. Top Job Titles for Web Design and Development Occupations for latest 12 months (December 2018 - November 2019) Bay Region

Common Title	Bay	Common Title	Bay
User Experience (UX) Designer	3,003	Engineer	399
User Interface (UI) Developer	2,213	Web Engineer	357
Front End Developer	2,136	Ruby on Rails Developer	327
Web Developer	1,891	PHP Developer	306
Software Development Engineer	1,334	Web Designer	292
User Interface (UX)/User Experience (UX) Designer	1,118	Developer	288
Front End Engineer	685	Front End Web Developer	261
User Interface (UI) Designer	615	Web Producer	228
Senior Engineer	611	Javascript Developer	212
Ux Researcher	577	Frontend Engineer	212
Senior Front End Engineer	535	Senior Ux Researcher	211
Backend Engineer	474	Senior Ui Engineer	192
Java Developer	469	Senior Developer	191
Senior Backend Engineer	430	Back End Engineer	183

Table 4b. Top Job Titles for Web Design and Development Occupations for latest 12 months (December 2018 - November 2019) Silicon Valley Sub-Region

Common Title	Bay	Common Title	Bay
User Experience (UX) Designer	1,273	Ruby on Rails Developer	168
User Interface (UI) Developer	1,238	Developer	151
Front End Developer	1,061	Senior Front End Engineer	141
Web Developer	748	Front End Web Developer	115
Software Development Engineer	558	Javascript Developer	110
User Interface (UX)/User Experience (UX) Designer	441	Senior Ui Engineer	105
User Interface (UI) Designer	387	Ui Engineer	98
Java Developer	297	Python Developer	97
Front End Engineer	289	Senior Backend Engineer	93
Backend Engineer	224	PHP Developer	92
Engineer	223	Backend Developer	90
Ux Researcher	187	Web Applications Developer	88
Senior Engineer	175	Senior Developer	84
Web Engineer	171	Back End Engineer	82

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Web Design and Development Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2018)	Jobs in Industry (2022)	% Change (2018-22)	% in Industry (2018)
Internet Publishing and Broadcasting and Web Search Portals (519130)	2,640	3,476	32%	25%
Custom Computer Programming Services (541511)	2,306	2,633	14%	22%
Computer Systems Design Services (541512)	1,302	1,429	10%	12%
Software Publishers (511210)	420	535	27%	4%
Data Processing, Hosting, and Related Services (518210)	381	503	32%	4%
Other Computer Related Services (541519)	361	415	15%	3%
Corporate, Subsidiary, and Regional Managing Offices (551114)	228	241	6%	2%
Electronic Shopping and Mail-Order Houses (454110)	227	269	19%	2%
Administrative Management and General Management Consulting Services (541611)	135	163	21%	1%
Advertising Agencies (541810)	107	116	8%	1%

Source: EMSI 2019.3

Table 6. Top Employers Posting Web Design and Development Occupations in Bay Region and Silicon Valley Sub-Region (December 2018 - November 2019)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Apple Inc.	231	Xoriant Incorporated	64	Apple Inc.	216
Amazon	182	Systems Integration Solutions	58	Cisco Systems Incorporated	143
Cisco Systems Incorporated	171	Williams-Sonoma	57	Google Inc.	120
Google Inc.	159	Bayone Solutions	57	IBM	85
Facebook	126	Vmware Incorporated	56	Paypal	76
Scoop Technologies	123	Salesforce	56	Systems Integration Solutions	58
IBM	98	Coinbase	56	Amazon	57
Walmart / Sam's	89	Uber	50	Vmware Incorporated	56
Paypal	81	eBay	48	Xoriant Incorporated	45
Adobe Systems	81	Workday, Inc	48	Osi Engineering	45
Oracle	78	Jobot	48	Gorilla Logic	44
JP Morgan Chase Company	77	Redolent, Inc	47	eBay	43
SAP	73	Ascent Technology Services	45	SAP	43
Splunk, Inc	69	Gorilla Logic	44	Walmart / Sam's	42
NTT Data	67	Jefferson Frank	43	Redolent, Inc	39
Splunk	66	Intelliswift Software	43	Intuit	37
Osi Engineering	66	Servicenow	40	Servicenow	34

Source: Burning Glass

Educational Supply

There are nine (9) community colleges in the Bay Region issuing 45 awards on average annually (last 3 years) on TOP 0614.30 - Website Design and Development. There are three colleges in the Silicon Valley Sub-Region issuing 8 awards on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 0614.30 - Website Design and Development in Bay Region

College	Sub-Region	Associates	Certificate 18+ units	Certificate Low unit	Total
Berkeley City College	East Bay	1		2	3

Cabrillo College	Santa Cruz-Monterey	6	6	11	23
Cañada College	Mid-Peninsula			4	4
City College of San Francisco	Mid-Peninsula			1	1
Mission College	Silicon Valley		5		5
Ohlone College	East Bay			3	3
San Jose City College	Silicon Valley	1	1		2
Skyline College	Mid-Peninsula	2	1		3
West Valley College	Silicon Valley		1		1
Total Bay Region		10	14	21	45
Total Silicon Valley Sub-Region		1	7	0	8

Source: Data Mart

Note: The annual average for awards is 2015-16 to 2017-18.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 1,153 annual openings for the Web Design and Development occupational cluster and 45 annual (3-year average) awards for an annual undersupply of 1,108 students. In the Silicon Valley Sub-Region, there is also a gap with 374 annual openings and 8 annual (3-year average) awards for an annual undersupply of 366 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0614.30 - Website Design and Development

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0614.30)	Bay (0614.30)	Silicon Valley (0614.30)	Foothill College (0614.30)
% Employed Four Quarters After Exit	74%	77%	60%	62%	50%	76%
Median Quarterly Earnings Two Quarters After Exit	\$10,550	\$15,301	\$8,399	\$10,242	\$11,841	\$15,047
Median % Change in Earnings	46%	82%	48%	47%	50%	81%
% of Students Earning a Living Wage	63%	76%	53%	59%	65%	72%

Source: Launchboard Pipeline (version available on 12/12/19)

Skills, Certifications and Education

Table 9. Top Skills for Web Design and Development Occupations in Bay Region (December 2018 - November 2019)

Skill	Postings	Skill	Postings	Skill	Postings
JavaScript	13,392	Git	3,140	Agile Development	1,846
Java	6,082	Adobe Photoshop	2,986	E-Commerce	1,843
React Javascript	5,283	jQuery	2,927	Hypertext Preprocessor (PHP)	1,791
Web Application Development	5,227	Node.js	2,922	Scrum	1,789
HTML5	5,079	User Research	2,781	Human Computer Interaction	1,754
Web Development	4,978	Prototyping	2,717	Product Development	1,729
Software Engineering	4,693	Product Management	2,652	JavaScript Object Notation (JSON)	1,726
AngularJS	4,302	Visual Design	2,628	Cross-browser	1,711
Software Development	4,068	Interaction Design	2,424	Bootstrapping	1,693
Front-end Development	4,050	Unit Testing	2,423	Project Management	1,595
Python	3,505	Web Site Design	2,344	Adobe Indesign	1,548
CSS	3,496	Object-Oriented Analysis and Design (OOAD)	2,088	Ruby on Rails	1,508

SQL	3,359	Syntactically Awesome Style Sheets (SASS)	2,047	Scalability Design	1,497
User Interface (UI) Design	3,276	MySQL	1,999	Quality Assurance and Control	1,493
UX Wireframes	3,182	AJAX	1,892	TypeScript	1,480

Source: Burning Glass

Table 10. Certifications for Web Design and Development Occupations in Bay Region (December 2018 - November 2019)

Note: 98% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Security Clearance	182	First Aid Cpr Aed	8
Project Management Certification	47	Certified Scrum Professional (CSP)	8
Driver's License	27	Microsoft Certified Solutions Developer (MCSD)	7
IT Infrastructure Library (ITIL) Certification	23	Certified Salesforce Platform Developer I	7
Project Management Professional (PMP)	22	Certified Salesforce Administrator	7
Mbe Certified	19	ITIL Certification	6
CompTIA Security+	16	CompTIA Linux+	6
Food Handler Certification	11	Certified Usability Analyst	6
Certified Information Systems Security Professional (CISSP)	10	Certified ScrumMaster (CSM)	6
Automation Certification	10	Certified Salesforce Platform Developer	6
Certified Novell Administrator	9	Systems Security Certified Practitioner (SSCP)	5
SANS/GIAC Certification	8	SAP Certification	5

Source: Burning Glass

Table 11. Education Requirements for Web Design and Development Occupations in Bay Region

Note: 52% 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	Percent 12 Mos. Postings
High school or vocational training	243	2%
Associate Degree	113	1%
Bachelor's Degree or Higher	12,471	97%

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, 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

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, 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 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	Introduction to Film Studies	4	Year 1, Fall
	or MDIA 1H	Honors Introduction to Film Studies	4	Year 1, Fall
	JRNL 2	Mass Communication	5	Year 1, Winter
	MDIA 2A	History of Film 1895-1945	4	Year 2, Winter

	or 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 MDIA 11H	Introduction to Popular Culture 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 MUS 11F	Video Games & Popular Culture Video Games & Popular Culture	4	Year 2, Wtr/Spr
				4

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 analyst 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

The Certificate of Achievement in Film, Television, and Electronic Media covers at least 51% of the requirements for the Cinema major at SFSU and for the Film major at SJSU.

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%

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

To: San Francisco State, From: Foothill College, 16-17

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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 before 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 Studies	(3)	MDIA 1	Introduction to Film Studies	(4)
				Same as:	

CINE 202	Introduction to Filmmaking	(3)	No course articulated		
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CINE 204	Introduction to Filmmaking Lab	(1)	No course articulated		
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CINE 211	Film History I	(3)	MDIA 2A	History of Film 1895-1945	(4)
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CINE 212	Film History II	(3)	MDIA 2B	History of Film 1945-Current	(4)
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IMPORTANT NON-MAJOR REQUIREMENT ****Fall 2019: NOT REQUIRED****

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

To: San Francisco State, From: Foothill College, 16-17

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Cinema, B.A. (continued)

Table with 5 columns: Course ID, Description, Credits, Course Number, and Title. Rows include ENGL 1B, ENGL 1BH, ENGL 1C, ENGL 1CH, and ENGL 12 with their respective descriptions and credit values.

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).

To: San Jose State, From: Foothill College, 16-17

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

IMPORTANT TRANSFER INFORMATION:

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 impactation 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

To: San Jose State, From: Foothill College, 16-17

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

Preparation for the Major:

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

To: San Jose State, From: Foothill College, 16-17

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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

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

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:

- | | |
|--|---|
| <input type="checkbox"/> Non-transcriptable credit certificate | <input type="checkbox"/> AA/AS Degree (local) |
| <input checked="" type="checkbox"/> Certificate of Achievement | <input type="checkbox"/> AA-T/AS-T Degree (ADT) |
| <input type="checkbox"/> Noncredit certificate | |

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
<p>Date of meeting:</p> <p><i>The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?</i></p> <p>Comments: The feedback from the group was very positive. We were SUPER excited about your second major program objective.</p> <p>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.</p>

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

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 reviewal 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

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
SRC	ALLD_F206.	PARAGRAPH REMEDIATION		Approved 3/19; will be offered fall 2020	
SRC	ALLD_F210.	UNDERSTAND LEARNING DIFFER		Approved 3/19; will be offered fall 2020	
BSS	ANTH_F067A	CULTURES OF THE WORLD: ECUADOR			
BSS	ANTH_F067B	CULTURES OF THE WORLD: BELIZE		Approved 3/19; will be offered summer 2020 or 2021	
BSS	ANTH_F067E	CULTURES OF WORLD: MEDITERRANE			
APPR	APPR_F166.	JOB SUPERVISION		Approved 3/19; will be offered spring 2020	
APPR	APPT_F123.	RESIDENTIAL GAS & WATER INSTAL	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F124.	MATHEMATICS FOR RESIDENTIAL PL	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F125.	RESIDENTIAL BLUEPRINT READING	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F126.	RESID PIPING LAYOUT/INSTALL/FI	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F127.	RESIDENTIAL PLUMBING CODE	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APPT_F128.	RESIDENTIAL GAS INSTALL;SERV W	Yes - both years	Approved 3/19; will be offered fall 2019	
APPR	APSM_F130.	SMQ-30 ADVANCED WELDING		Approved 3/19; no timeline provided for offering	
APPR	APSM_F134.	SMQ-34 ADVANCED LAYOUT FABRICA		Approved 3/19; no timeline provided for offering	
FA	ART_F005C	SCULPTURE			
FA	ART_F014D	DIGITAL ART & GRAPHICS			
FA	ART_F072R	INDEPENDENT STUDY IN ART			<i>exempt from process</i>
KA	ATHL_F011E	INTRCLG BASKETBALL (MEN)		Approved 3/19; will be offered summer 2019	

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
KA	ATHL_F041.	PRE COND SANDVOLLEYBALL WMN			
KA	ATHL_F041C	SPORT TECH/COND WMN SAND VLLYB			
KA	ATHL_F041D	FUNC FITNS WMN SAND VOLLEYBALL			
KA	ATHL_F042A	PRESEASON COND WMN'S VOLLEYBAL		Approved 3/19; will be offered summer 2019	
KA	ATHL_F042E	INTERCOLLEGIATE VOLLEYBALL(WMN		Approved 3/19; will be offered summer 2019	
KA	ATHL_F071R	INDEPENDENT STUDY IN ATHLETICS			<i>exempt from process</i>
KA	ATHL_F073R	INDEPENDENT STUDY IN ATHLETICS			<i>exempt from process</i>
BSS	BUSI_F053A	BUSI COMMUNICATIONS & TECH			
PSME	C S_F02AH	HONORS OBJ ORIEN PROGM C++			
PSME	C S_F054A	STORAGE AREA NETWORKS			
PSME	C S_F060A	INSTALL/CONFIRG WINDOW SERV 1			
PSME	C S_F060B	ADMINISTER WINDOWS SERV 2012			
PSME	C S_F084A	DB-DRIVEN WEB APP DEVLPMNT		Approved 3/19; will be offered spring 2020	
BSS	CHLD_F072.	LANGUAGE, LITERACY/DEVL P CHILD			
KA	DANC_F005.	WORLD DANCE			
KA	DANC_F070R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F071R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F072R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
KA	DANC_F073R	INDEPENDENT STUDY IN DANCE			<i>exempt from process</i>
BHS	EMS_F120.	EMERGENCY MEDICAL SERV ACADEMY			Formerly EMT 309; EMT 120
BHS	EMS_F200.	PARAMEDIC ACADEMY			Formerly EMTP 200
PSME	ENGR_F046.	STRENGTH OF MATERIALS			
LA	ESLL_F246.	APPLIED GRAMMAR/EDIT SKILLS		Approved 3/19; will be offered fall 2019	
BSS	GEOG_F011.	INTRO MAPPING & SPATIAL REASON		Approved 3/19; will be offered fall 2019	

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
BSS	GEOG_F012.	INTRO GEOSPATIAL TECHNOLOGY			Approved 3/19; will be offered fall 2019
FA	GID_F038.	INTRODUCTION TO PRINTMAKING			
FA	GID_F092.	LETTERPRESS PRINTING			
FA	GID_F093.	LETTERPRESS PROJECTS			
BSS	HIST_F009.	HIST CONTEMPORARY EUROPE			
BSS	HIST_F009H	HONORS HISTORY OF CONTEMP EURO			
BSS	HIST_F019.	HISTORY OF ASIA:CHIN/JAP			Approved 3/19; will be offered spring 2020
BHS	HORT_F090E	HORT & LANDSCAPE PHOTOGRAPHY			Approved 3/19; will be offered during next 2 years
BHS	HORT_F090K	LANDSCAPING WITH EDIBLES			Approved 3/19; will be offered during next 2 years
BHS	HORT_F090L	PLANT PROPAGATION:BASIC SKILLS			Approved 3/19; will be offered during next 2 years
APPR	JRYM_F171A	SPEC CAD SM JOURNEYPerson I			
APPR	JRYQ_F100.	APPLICANT INTRO TO SHEET METAL			
APPR	JRYQ_F113.	JOURNEY-LEVEL INTRO TO WELDING			
APPR	JRYQ_F114.	JOURNEY WELDING II:GMAW & OTHE			
APPR	JRYQ_F123.	JOURNEY RESIDENT SHEET METAL			
APPR	JRYQ_F125.	JOURNEY DETAILING INTRODUCTION			
APPR	JRYQ_F126.	JOURNEY FOREMAN TRAINING			
APPR	JRYQ_F127.	JOURNEY BASIC AUTOCAD			
APPR	JRYQ_F128.	JOURNEY HVAC ENERGY CONSERV/EN			
APPR	JRYQ_F130.	JOURNEY-LEVEL ADVANCED WELDING			
APPR	JRYQ_F131.	CAD DETAIL W/3RD PARTY SOFTWARE			
APPR	JRYQ_F132.	INT CAD DETAIL 3RD PARTY			
APPR	JRYQ_F133.	JOURNEY-LEVEL ADV ARCHITECTURA			
APPR	JRYQ_F134.	JOURNEY-LEVEL ADVANCED LAYOUT			
APPR	JRYQ_F135.	PROJECT MGMT JOURNEY LEVEL			
APPR	JRYQ_F136.	SERV BASICS SM WORKER JOURNEY			

Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
APPR	JRYQ_F137.	JOURNEY-LEVEL HVAC PROJECT			
APPR	JRYQ_F138.	JOURNEY ARCHTEC/INDUSTR PROJEC			
APPR	JRYQ_F139.	INT AUTOCAD FOR JOURNEY LEVEL			
KA	KINS_F072R	INDEPENDENT STUDY KINESIOLOGY			<i>exempt from process</i>
KA	KINS_F073R	INDEPENDENT STUDY KINESIOLOGY			<i>exempt from process</i>
KA	KINS_F082.	APPLIED PRINC ADAPTIVE FITNESS		Approved 3/19; no timeline provided for offering	
KA	KINS_F084.	FUNCTION FITNESS & ADAPT MOVEM		Approved 3/19; no timeline provided for offering	
BSS	LINC_F066A	INTRO TO THE INTERNET I			
BSS	LINC_F073A	ADOBE PHOTOSHOP I			
BSS	LINC_F076A	CREATING EDUCATNL WEBSITES I			
BSS	LINC_F096C	HANDHELD DIGITAL MEDIA DEV II			
PSME	MATH_F042.	MATH FOR ELEMENTARY TEACH		Approved 3/19; will be offered winter 2020	
FA	MTEC_F070E	PRO TOOLS 210P-AVID CERTIF			Formerly MUS 82E
FA	MTEC_F072C	PRODUCING MUSIC W/LOGIC PRO X			Formerly MUS 66F
FA	MUS_F072R	INDEPENDENT STUDY MUS/MUS TECH			<i>exempt from process</i>
LA	NCEL_F403B	TRANSTN TO COLLEGE ESL PART II		Approved 4/23; will be offered summer 2019	
SRC	PHDA_F019.	BACK HEALTH & FITNESS			
KA	PHED_F020C	ADVANCED PILATES			
KA	PHED_F032C	SOCCER: GAME SKILLS			
KA	PHED_F071R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
KA	PHED_F072R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
KA	PHED_F073R	INDEPENDENT STUDY PHYSICAL EDU			<i>exempt from process</i>
BSS	PHIL_F030.	INTRO TO CRITICAL THINKING			
FA	PHOT_F078A	LANDSCAPE FIELD STUDY IN PHOTO		Approved 3/19; will be offered summer 2020	
PSME	PHYS_F054H	HONOR INST SEMINAR IN PHYSICS			

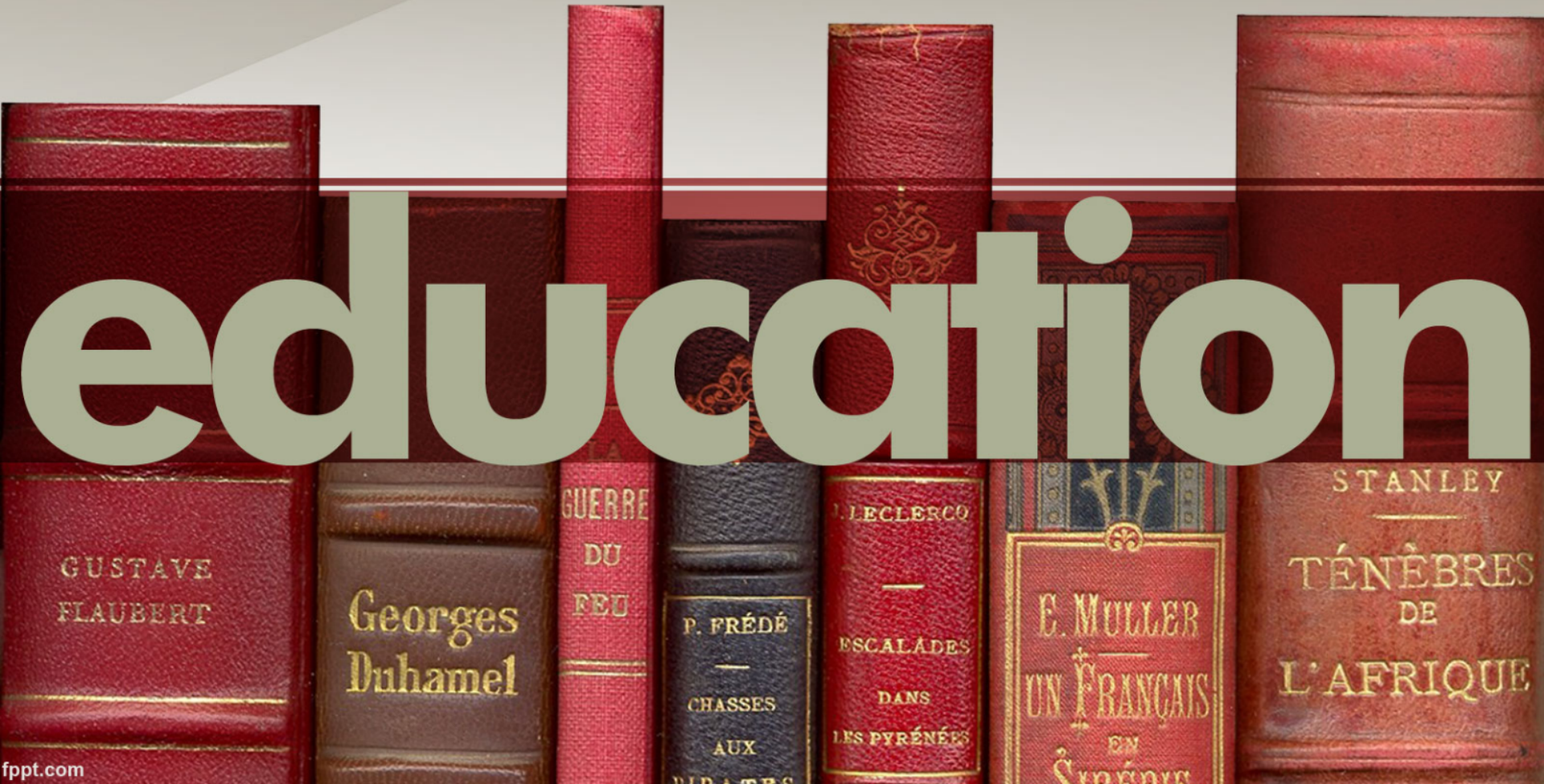
Courses not Taught in Four Years - 2020 list

Division	Course Number	Course Title	Extension granted in 2016/2017	Extension granted last time - 2019 (if applicable)	Notes
BSS	POLI_F054H	HONORS INSTITUTE SEMINAR POLI	Yes - 2017	Approved 3/19; will be offered winter 2020	
BHS	R T_F071.	ADV CLINICAL EXPER:MRI	Yes - both years	20	Approved 3/19; will be offered in 2019-
BSS	SOSC_F070R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F071R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F072R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
BSS	SOSC_F073R	INDEPENDENT STUDY SOCIAL SCIEN			<i>exempt from process</i>
FA	THTR_F012A	STAGE & SCREEN			
FA	THTR_F032.	CAD DRAFTING FOR THTR/FILM/TV			
FA	THTR_F071R	INDEPENDENT STUDY THEATRE ARTS			<i>exempt from process</i>
BSS	WMN_F070R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F071R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F072R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>
BSS	WMN_F073R	INDEPENDENT STUDY WMN'S STUDIE			<i>exempt from process</i>

CURRICULUM SPINNING

Click to edit Master subtitle style

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How are class sizes set on your campus?

- **Who sets class size?**
 - Faculty
 - Administration
 - Other
- **What determines class size?**
 - Best environment for student learning
 - Best environment for instructor
 - Classroom size
 - Tradition



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Setting course enrollment Maximums: Processes, Roles, and Principles

Paper adopted Spring 2012
by the Academic Senate for California Community Colleges

http://www.asccc.org/sites/default/files/ClassCapsS12_0.pdf

- Should originate with discipline faculty
- Confirmed by Curriculum Committee

Paper also includes model processes/policies and sample forms



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Considerations

- **Original class size vs. later modifications**
- **Pedagogical concerns**
- **Academic Senate concerns**
- **Union/working condition concerns**
- **Fiscal concerns**



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Guiding principles for discipline faculty

- **Should not exceed greatest number instructor can reasonably offer attention to**
 - How about adding beyond the maximum?
- **Should be appropriate to method of presentation used in the class**
 - Lecture, lab, online, etc.



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- **Should be conducive to use of variety of effective grading processes**
- **Should be supported by reliable data from local and external statewide/national organizations**

The background features a light gray and white geometric design with overlapping triangles. At the bottom, there is a dark red horizontal band containing several red books of varying sizes and colors, some with gold lettering on their spines. The word "education" is written in a large, light green, sans-serif font across the bottom of the page, partially overlapping the books.

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Guiding principles for Curriculum Committees

- **Must insure discipline faculty have considered relevant factors**
- **Should review data presented by discipline faculty**
- **Should recognize special population classes may have valid claims for smaller class sizes**
 - Honors
 - CTE Programs



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- **Recognize that different disciplines or courses require different workloads or grading needs**
- **Ensure accreditation, safety and compliance with legal codes are maintained**
- **Course maximums should be documented in COR or other official location**

The background features a light gray and white geometric design with overlapping triangles. At the bottom, there is a dark red horizontal band containing several red books of varying sizes and orientations. The word "education" is written in a large, light green, sans-serif font across the bottom of the slide, partially overlapping the books and the red band.

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Guiding principles for Academic Senates

- **Ensure that clear and logical process for setting course maximums are established**
- **Ensure that once processes and policies are established that they are respected**



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Guiding principles for bargaining units

- **Rely on input from curriculum processes and senate to bargain responsible course limits**
- **Ensure that faculty are compensated for workloads**
- **Develop contract language to protect faculty rights and instructional quality and ensure faculty act responsibly in observing limits**

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Guiding principles for administration

- **Work within the processes to ensure fiscal viability without sacrificing academic quality**
- **Work with faculty to assure spatial and physical accommodations are observed when scheduling**

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North Orange County story and process

**The “Class Size Planning and Resource Document”
...AKA “CSPRD”**

This story, or never ending saga, began back in 2005

**Our contract ensures that “maximum class size is
determined by the campus curriculum approval
process”**

However...



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Concerns were raised by administrators regarding established class sizes...

- **EQUITY** in class sizes between colleges and between disciplines within individual colleges
- **FISCAL MOTIVATION** to increase class sizes in other disciplines to compensate for small class sizes required in Health Sciences and other CTE programs (and within disciplines like Fine Arts)
- **DESIRE FOR CLARITY AND CONSISTENCY OF PROCESS** for establishing maximum class size



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FACULTY RESISTANCE

- **QUESTIONED** the need to scrutinize class sizes
- **CHALLENGED THE ASSUMPTION** that the existing processes were not working
- **ASKED FOR EVIDENCE** of the “problem(s)”, and of **FACULTY** complaints about perceived inequities
- **ASSERTED THAT CLASS SIZE WAS PART OF CURRICULUM** and thus our administrators should reply primarily on faculty for class size determination
- **REFERED TO OUR CONTRACT** which assigns class size determination to the “**CAMPUS**” curriculum approval process
- **UNION** recognizes faculty concerns yet encouraged the Faculty Senates to respond

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THE TRUTH ABOUT CLASS SIZES before the CSPRD...

- **Lack of a clearly articulated process resulted in lack of consistency in determining maximum class size**
- **Traditional “seat count” set due to facilities or equipment limitations sometimes became “maximum class size” without any attention to pedagogical considerations**
- **Class size in some disciplines had been arbitrarily increased by administrators to balance smaller classes**



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FACULTY RECOGNIZED THE NEED TO TAKE ACTION IN RESPONSE

- **A COMMITTEE WAS FORMED** to address issues with class size determination
- **MEMBERS** from all 3 sites (Fullerton College, Cypress College, and SCE) included:
 - Curriculum Chairs**
 - Chief Instructional Officers (“VPI”)**
 - Additional Faculty Volunteers**
- **First committee decision was that...**

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PEDAGOGY SHOULD BE THE BASIS FOR CLASS SIZE DETERMINATION

INSTRUCTIONAL METHODS...

- What does the instructor DO in class? (lecture? And...?)
- Student/Faculty Interaction...How much time needed per student during class for effective instruction?
AND How much individualized instruction is provided via grading efforts (i.e. for writing assignments)?
- What do the students DO in class? (group work/discussions, student presentations, independent skill building work with instructor supervising and providing direction/feedback, etc.)



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CREATION OF THE CSPRD...

- **Committee developed lists of instructional/evaluation methods and grouped methods based on effective pedagogy in different types of courses to create class size categories with recommended maximums**
- **Statement of Philosophy and a list of “Assumptions” were also developed**
- **Members solicited feedback from faculty through the campus curriculum committees and Faculty/Academic Senates**
- **Proposals and responses were shared at our District Curriculum Coordinating Committee...**



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...FOR TWO YEARS, AND THEN...

- **The Fullerton College and Cypress College Class Size Planning and Resource Document, or CSPRD, was approved by all three Faculty Senates and DCCC...**
- **It was implemented as a tool, a framework to guide decision-making about maximum class size**
- **Our pedagogically based CSPRD is now at the heart of our process and is used along with other discipline and course specific reasons to determine maximum class sizes (as of last year this is now Board Policy)**



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Fullerton/Cypress

Class Size Planning & Resource Document

Approved by FC, CC and DCCC – Spring 2007

Statement of Philosophy: While the Curriculum Committee supports the use of this sheet in promoting student success and the economic feasibility of the College, we strongly feel that issues of pedagogy and class size are best determined by recognizing the recommendations of the individual faculty members, departments, and divisions involved.



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Assumptions:

- The purpose of this document is to minimize the differences between class sizes for particular classes at Cypress and Fullerton. Departments at both campuses offering similar courses are encouraged to discuss and agree upon class size prior to submittal of curriculum.
- In determining class size, faculty should balance four competing concerns: pedagogy, enrollment patterns, labor equity, and economic feasibility.
- Class size should not be set based on classroom and/or equipment availability.
- Class size for courses with an online component will be the same as on-site courses.



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Assumptions:(continued)

- **Clear course methodologies should appear in the course outlines to reflect the appropriate class size.**
- **Safety, Health, State/Accrediting Regulations, and Vocational Advisory Committees supersede the following descriptions.**
- **Classes that differ from the grid need to be justified through the curricular process.**
- **Any class with a class size of less than 35 will only be offered as a multiple section under extraordinary circumstances.**

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Instructional Method	Class Size	Descriptions
Lecture/Discussion	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Lecture /Discussion/ Group Learning / Student Presentations	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.
Individualized Instruction/Group Learning/ Student Presentations	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.
Extensive Writing	27	Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.
Individualized Instruction	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.
Internship/Field Practice	25	Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.
Lab – Standard	35	Labs in which the instructor supervises students as they proceed in their work and answers questions, but does NOT provide extensive individualized feedback/evaluation on a regular basis.
Lab – Individualized Feedback/Evaluation	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, scientific experiments, vocational skills, lab reports)

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Consistency is achievable

To be comprehensive is impossible...

- It is impossible to capture all possible “categories” on a Class Size Planning Document since not all courses will fit clearly into one category
- Reality is that instructional/evaluation methods are complex, there are too many variables, and an effective tool must be relatively simple
- Our Strategy → Develop a set of categories that capture most courses, then formally acknowledge that additional course and discipline specific information must be considered where appropriate



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Ongoing challenge is **BALANCE**

- Pedagogically based class size determination is ideal, it makes excellence in teaching and learning possible and must more probable
- However, the push to increase class sizes to increase revenues persists and fiscal realities must be considered-when data demonstrates fiscal need
- Developing and implementing a set of categories provides a way to root the class size discussion in pedagogy, and a framework for consistency

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Cerritos story and process

- **Original request came from VP of Instruction**
 - Triggered by requests to reduce established maximums of some high enrollment courses
- **Curriculum Committee approach**
 - Started with North Orange County model
 - Removed actual numbers and looked at definitions
- **Constituency objections/concerns**
 - Department chairs/Discipline faculty
 - Bargaining Unit
 - Academic Affairs



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- **Development and testing of Class Size Calculator spreadsheet**
 - Use of methods of instruction, methods of evaluation, assignment samples
 - Problems faced by “catch all” CORs and multiple approaches among multiple instructors
- **Decision to use multiple measures**
 - Class size calculator as primary tool
 - Integration into CurricuNet

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