

College Curriculum Committee Meeting Agenda

Tuesday, January 24, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Masks required for all in-person attendees

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: November 29, 2022	2:00	Action	#1/24/23-1	Kuehnl
2. Report Out from Division Reps	2:02	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	2:12	Information		
4. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. CCCCO Memo Re: AB 1705 Implementation	2:17	Information	#1/24/23-2-8 #1/24/23-9 #1/24/23-10	CCC Team
5. New Certificate Proposal: Ethnic Studies	2:22	Action	#1/24/23-11	Kuehnl
6. New Certificate Proposal: Spanish	2:27	Action	#1/24/23-12	Kuehnl
7. New Degree Proposal: Communication Studies 2.0 ADT	2:32	Action	#1/24/23-13	Kuehnl
8. New Certificate Application: Research, Design and Development for Global Good	2:37	2nd Read/ Action	#1/24/23-14	Kuehnl
9. New Degree Application: Social Work and Human Services ADT	2:42	1st Read	#1/24/23-15	Kuehnl
10. Stand Alone Applications: JRNL 22B, 53A, 53B, 60, 61, 62, 64, 70R series	2:47	1st Read	#1/24/23-16- 24	Kuehnl
11. Stand Alone Applications: SOC 50A, 50B	2:52	1st Read	#1/24/23-25- 26	Kuehnl
12. Equity in the COR	2:57	Discussion	#1/24/23-27	Kuehnl
13. Good of the Order	3:27			Kuehnl
14. Adjournment	3:30			Kuehnl

*Times listed are approximate

Attachments:

- #1/24/23-1 Draft Minutes: November 29, 2022
- #1/24/23-2-8 New Course Proposals: ETHN 1H, 2H, 3H, 5H; MATH 33; THTR 49E, 49F
- #1/24/23-9 CCC Notification of Proposed Requisites
- #1/24/23-10 CCCCO Memo ES 22-400-009 Assembly Bill 1705 Implementation
- #1/24/23-11 New Certificate Proposal: Ethnic Studies
- #1/24/23-12 New Certificate Proposal: Spanish
- #1/24/23-13 New Degree Proposal: Communication Studies 2.0 ADT
- #1/24/23-14 New Certificate Application: Research, Design and Development for Global
Good (updated)
- #1/24/23-15 New Degree Application: Social Work and Human Services ADT
- #1/24/23-16-23 Stand Alone Applications: JRNL [22B](#), [53A](#), [53B](#), [60](#), [61](#), [62](#), [64](#), [70R series](#)
- #1/24/23-24 Journalism Occupations LMI Report
- #1/24/23-25-26 Stand Alone Applications: SOC [50A](#), [50B](#)
- #1/24/23-27 Guiding Principles for Equitable CORs—draft (updated)

2022-2023 Curriculum Committee Meetings:

<u>Fall 2022 Quarter</u>	<u>Winter 2023 Quarter</u>	<u>Spring 2023 Quarter</u>
10/4/22	1/24/23	4/25/23
10/18/22	2/7/23	5/9/23
11/1/22	2/21/23	5/23/23
11/15/22	3/7/23	6/6/23
11/29/22	3/21/23	6/20/23

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

2022-2023 Curriculum Deadlines:

12/1/22	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/22	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD	Deadline to submit curriculum sheet updates for 2023-24 catalog (Faculty/Divisions).
TBD	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD	Deadline to submit course updates and local GE applications for 2024-25 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 (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Jeff Bissell (KA), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Tom Gough (FA), Kurt Hueg (Interim VP Instruction), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Patrick Morriss (STEM), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Ron Painter (STEM), Sarah Parikh (STEM), Crissy Penate (LRC), Amy Sarver (LA), Lisa Schultheis (STEM), JP Schumacher (Dean, SRC), Shaelyn St. Onge-Cole (HSH), Ram Subramaniam (Administrator Co-Chair), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President)

CC: Interpreters

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2022-23

Meeting Date: 1/24/23Co-Chairs (2)

<u>✓*</u>	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only)	kuehneric@fhda.edu
<u>✓*</u>	Ram Subramaniam	7179	Acting Associate Vice President of Instruction	subramaniamram@fhda.edu

Voting Membership (1 vote per division)

<u>✓*</u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
<u>✓*</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
_____	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
_____	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓</u>	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
<u>✓*</u>	Tom Gough	7130	FA	goughtom@fhda.edu
<u>✓*</u>	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
<u>✓*</u>	Ben Kaupp		SRC	kauppben@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u>✓</u>	Don Mac Neil	7248	KA	macneildon@fhda.edu
<u>✓*</u>	Ana Maravilla		CNSL	maravillaana@fhda.edu
<u>✓*</u>	Allison Meezan	7166	BSS	meezankaren@fhda.edu
<u>✓*</u>	Patrick Morriss	7548	STEM	morrisspatrick@fhda.edu
<u>✓</u>	Brian Murphy		APPR	brian@pttc.edu
_____	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Ron Painter		STEM	painterron@fhda.edu
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓*</u>	Crissy Penate		LRC	penatechrisanthony@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
_____	Lisa Schultheis	7780	STEM	schultheislisa@fhda.edu
<u>✓</u>	JP Schumacher	7549	Dean—SRC	schumacherjp@fhda.edu
<u>✓*</u>	Shaelyn St. Onge-Cole	7818	HSH	stonge-coleshaelyn@fhda.edu

Non-Voting Membership (4)

_____			ASFC Rep.	
<u>✓*</u>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
_____			Evaluations	
_____			SLO Coordinator	

Visitors

Chris Allen, Patricia Gibbs, Jenn Saldana*

* Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes
Tuesday, November 29, 2022
2:00 p.m. – 3:30 p.m.
Administrative Conference Room 1901; virtual option via Zoom**

Item	Discussion
1. Minutes: November 15, 2022	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Apprenticeship: No updates to report.</p> <p>BSS: No updates to report. Note that Ben Stefonik acting as in-person proxy vote for division reps.</p> <p>Counseling: No updates to report.</p> <p>Fine Arts: Gomes reported that Theatre Arts faculty Tom Gough provided response to concerns re: THTR 48A Stand Alone application—no plans to offer course in the next year but would like to keep it active in case new faculty hire wishes to update/offer it.</p> <p>HSH: Eshman reported that Shae St. Onge-Cole will be rep for winter quarter, still need to find a second rep. Holding division CC meeting this month to approve a few curriculum items.</p> <p>Kinesiology: No updates to report.</p> <p>Language Arts: No updates to report.</p> <p>LRC: Agyare reminded group about faculty workshop tomorrow (about streaming video platforms); asked folks to please remind students about extended Library hours next week. Penate reported that drop-in Spanish tutoring being offered.</p> <p>STEM: Painter reported division CC meeting this month to approve a few curriculum items. Schultheis noted she will not be attending CCC meetings in winter quarter but will still be a behind-the-scenes rep.</p> <p>SRC: Kaupp mentioned recent announcement of sunseting of Family Engagement Institute (FEI); division is discussing how to handle the associated courses.</p> <p>Gilstrap reminded the group about upcoming Dec. 1 deadline for course submissions for CSU GE & IGETC.</p>
3. Public Comment on Items Not on Agenda	Kaupp reminded the group that the Tools for Transition and Work (TTW) program provides student volunteers and encouraged folks to reach out if interested.
4. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. ASCCC Fall Plenary Update	<p>Speakers: CCC Team The following proposal was presented: ANTH 53. Vanatta noted that the Anthropology dept. might be using a different course number.</p> <p>New prerequisites for SOC 10 & V T 54A (eff. 2023-24). No comments.</p> <p>Packet of adopted resolutions was attached as info item. Vanatta asked if there are any which specifically affect curriculum—Gilstrap pointed out resolutions related to CalGETC and common course numbering</p>

	<p>system. Brief discussion occurred re: failed resolutions. Kuehnl suggested folks contact Academic Senate President Voltaire Villanueva or Kathryn Maurer with any questions.</p>
<p>5. New Certificate Proposal: Educational Immersive Media</p>	<p>Speaker: Eric Kuehnl Proposal for new Educational Immersive Media Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Kaupp, Agyare). Approved.</p>
<p>6. Cross-List Removal Application: PSYC 10 & SOC 10</p>	<p>Speaker: Eric Kuehnl Request from Psychology and Sociology depts. to remove cross-listing of PSYC 10 & SOC 10 (eff. 2023-24). No comments.</p> <p>Motion to approve M/S (Eshman, Lee). Approved.</p>
<p>7. Certificate Deactivation: CPA Examination Preparation</p>	<p>Speaker: Eric Kuehnl Second read of deactivation of CPA Examination Preparation Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Lee, Schultheis). Approved.</p>
<p>8. Stand Alone Applications: AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C, 105R</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Requests for AATA 101A, 101B, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 105C & 105R. No comments.</p> <p>Motion to approve M/S (Stefonik, Kaupp). Approved.</p>
<p>9. Stand Alone Applications: LINC 60C, 60E, 77, 97B</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Requests for LINC 60C, 60E, 77 & 97B. No comments.</p> <p>Motion to approve M/S (Kaupp, Stefonik). Approved.</p>
<p>10. Stand Alone Applications: NCP 404A, 404B, 404C</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Requests for NCP 404A, 404B & 404C. Eshman noted dept. listed as FEI, which is being sunsetted— Kaupp responded that AVP of Workforce Teresa Ong is working to find a home for them.</p> <p>Motion to approve M/S (Eshman, Agyare). Approved.</p>
<p>11. Stand Alone Application: THTR 48A</p>	<p>Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for THTR 48A. Vanatta shared additional info from Tom Gough, addressing concerns from first read: 48A removed from Theatre Arts AA degree because, for now, it has been replaced in the schedule by 48G. No plans to offer 48A in the immediate future, but course has value and would like to keep it active as Stand Alone in case Gough’s successor wants to offer it (Gough is retiring soon).</p> <p>Motion to approve M/S (Kaupp, Stefonik). Approved.</p>
<p>12. New Certificate Application: Research, Design and Development for Global Good</p>	<p>Speaker: Eric Kuehnl First read of new Research, Design and Development for Global Good Certificate of Achievement. Vanatta noted application wasn’t preceded by proposal because it was approved by division CC in May (was waiting on LMI). Mentioned LMI uses different TOP Code than narrative (they must match)—will follow up w/ faculty to clear up before second read.</p> <p>Parikh raised concerns that required courses, when considered as a whole, seem to be offering engineering content; ENGN 10 covers very similar content. Voiced specific concerns re: LINC 77. Also noted that LMI mentions engineering-related careers, but does not believe this</p>

	<p>cert. would necessarily lead to an engineering career. Suggested hypothetical situation of Engineering dept. creating a technical writing course and wondered if English faculty would be concerned.</p> <p>Meezan responded, noting that Anthropology and Global Studies faculty have also brought up concerns. Noted that LINC dept. seems to offer slimmed-down, teacher-focused courses to a very specific audience of K-12 teachers, which may include content related to a variety of disciplines. Suggested scheduling a meeting between concerned faculty and LINC faculty. Fong recalled historical example of Accounting dept. proposing a writing course which overlapped with existing ENGL course, which led to difficult conversations at CCC; at the time, Fong was English faculty and met with Anthropology faculty to discuss their course and brainstorm ideas. Believes that conversations between faculty important when situations such as this come up.</p> <p>Parikh acknowledged that LINC 77 might be a slimmed-down version of ENGN 10, on its own, but believes that when packaged with other core courses (on cert.) there is significant overlap with existing ENGN 10 course content. Kuehnl suggested perhaps the target audience for LINC courses would justify their offerings; agreed with Meezan and Fong re: importance of discussions between faculty when concerns arise. Agyare noted that cert. also open to dual-enrollment students.</p> <p>Kaupp mentioned NCP 404A/B/C courses, which are similar to existing BUSI courses, with the difference that NCP courses focused on a specific population; suggested this might be the case re: LINC courses (targeted to a specific demographic who might not be interested in ENGN 10). Parikh noted ENGN 10 has been offered to dual-enrollment students. Meezan suggested that, since next CCC meeting isn't until January, all interested parties come together for discussion in the meantime. Subramaniam suggested also reviewing the cert.'s Program Learning Outcomes, noting the list is quite lengthy. Eshman pointed out the use of "know" and "use" in PLOs and wondered how such outcomes could be evaluated; suggested perhaps revising these for clarity.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>13. Adding Clarifying Language to COR</p>	<p>Speaker: Mary Vanatta</p> <p>Vanatta was contacted by some division reps and their dean, because while reviewing COR submissions, on some CORs Vanatta removed language from Methods of Evaluation section which stated, "may include but not limited to." Language was removed because, on all CORs, methods listed are not strictly required and serve as examples. The dean said this is not universally known among faculty, especially part-timers, so Vanatta suggested that boilerplate language be added to the COR form, so it is included across all courses. Discussed w/ CCC Team adding language to both Methods of Evaluation and Methods of Instruction. CCC Team is proposing adding the following language: "Methods of Evaluation may include but are not limited to the following:" and "Methods of Instruction may include but are not limited to the following:"</p> <p>Vanatta displayed COR form in CourseLeaf, noting each section contains a table with a standard header (currently mimics the name of the section)—Vanatta suggested headers be changed to the new language. Believes headers can be edited separately from section name, but will need to confirm w/ CourseLeaf support. Additionally, since some faculty (especially part-timers) look at CORs in the online</p>

	<p>catalog, will need to add the new language to the CORs in the catalog (the table headers don't show up on those particular CORs).</p> <p>Parikh mentioned that faculty in Engineering dept. were under the impression that methods listed on COR are required to be used by all faculty teaching course. Vanatta displayed CourseLeaf help bubble, which includes language from ASCCC's "COR: A Curriculum Reference Guide" document. Parikh asked why methods are included on COR if they are merely examples—Vanatta believes the sections are legally required. Subramaniam noted he believes final exam is required for all courses, because finals week is part of the 12-week quarter. Parikh asked if a project or some other non-exam activity is okay; Subramaniam responded, yes. Kuehnl noted that Representative Texts section is another which lists examples, as opposed to a strict list.</p> <p>Fong asked if there could be a way to allow depts. to note requirement of specific items within the two sections (e.g., incl. "required" in parenthesis for certain items). Kuehnl believes this is getting into a conversation about academic freedom; displayed full ASCCC document, which states that "instructors have the freedom to choose" methods. Group agreed that adding new language will help to clarify these two sections; Vanatta will request this change from CourseLeaf support ASAP.</p>
14. Equity in the COR	<p>Speaker: Eric Kuehnl</p> <p>Kuehnl and Vanatta worked on draft of guidelines document for faculty to use when creating/updating CORs from an equity perspective. Kuehnl noted that Glendale CC document was used as a basis, with updates to make it more Foothill-specific. Goal is to have document completed by end of March, to forward to Academic Senate (AS) for review/approval. Today, group will have a first look at draft, but starting in January will need to begin efforts to edit and improve the document.</p> <p>Vanatta pointed out text highlighted in blue, in bulleted lists for COR section—items are based on suggestions shared during breakout groups (documented in CCC minutes); unhighlighted items from Glendale document. Noted before/after COR examples from Glendale removed, so we can include our own. Kuehnl asked the reps to please ask constituents to help come up with examples, as some faculty have already made updates to CORs with an equity lens. Examples do a lot to help faculty understand how to update a COR to be more equitable.</p> <p>Kuehnl mentioned language in introduction comes from both Foothill's Strategic Vision for Equity and AS's Equity Action Plan. Certain items on Plan are explicitly assigned to CCC, and have been included.</p> <p>Eshman suggested adding "epistemology" to the glossary. Schultheis shared initial reaction is that the document sets a bit of a negative tone, by first outlining a lot of issues, whereas our goal is to move forward in a positive way by making meaningful change. Suggested background information be moved to end of document—others agreed. Eshman suggested that perhaps instead of moving info, re-word and/or add explanation of how issues will be addressed; Parikh agreed. Eshman added that for faculty being asked to update their CORs, the point is to inform them on what they need to do, rather than provide background. Suggested perhaps background info doesn't even need to be included. Parikh suggested including info as footnotes to show the impact of making certain COR changes. Kuehnl noted that all are options (e.g., moving info, re-writing it to change tone, etc.).</p>

	<p>Discussion occurred about how faculty members interpret CORs (unrelated to creating/editing a COR), especially part-time faculty; Kuehnl suggested perhaps not enough training is offered to ensure part-time faculty understand all elements of COR. Kuehnl and Subramaniam made clear that this specific document intended to guide faculty who are actually creating/updating CORs.</p> <p>Kuehnl pointed out glossary of terms, which is from Glendale document, and COR section-specific info. Suggested CCC moves forward by either using breakout groups to directly refine COR section-specific info (each group looks at a different section) or reviewing info in a whole group discussion.</p>
15. Good of the Order	
16. Adjournment	3:35 PM

Attendees: Micaela Agyare* (LRC), Chris Allen (Dean, APPR), Lisa Eshman* (HSH), Valerie Fong (Dean, LA), Evan Gilstrap* (Articulation Officer), Hilary Gomes (FA), Julie Jenkins (BSS), Ben Kaupp* (SRC), Eric Kuehnl* (Faculty Co-Chair), Andy Lee* (CNSL), Don Mac Neil (KA), Ana Maravilla (CNSL), Allison Meezan (BSS), Brian Murphy (APPR), Tim Myres (APPR), Ron Painter* (STEM), Sarah Parikh* (STEM), Crissy Penate (LRC), Amy Sarver (LA), Lisa Schultheis* (STEM), JP Schumacher* (Dean, SRC), Ben Stefonik* (BSS), Ram Subramaniam* (Administrator Co-Chair), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 12/08/22 8:27 am

Viewing: **ETHN F001H : HONORS INTRODUCTION TO ETHNIC STUDIES**

Last edit: 12/09/22 12:43 pm

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

1. 1LA Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 11/23/22 1:14 pm
Amy Sarver (sarveramy):
Approved for 1LA Curriculum Rep
2. 11/23/22 6:39 pm
Mary Vanatta (vanattamary):
Rollback to Initiator
3. 12/08/22 9:36 am
Ben Armerding (armerdingbenjami)
Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author

Effective Term	Summer 2024	Course Number
Subject	Ethnic Studies (ETHN)	F001H
Department	English (ENGL)	
Division	Language Arts (1LA)	
Units	4	
Hours	4 lecture	
Course Title	HONORS INTRODUCTION TO ETHNIC STUDIES	
Short Title		

Proposed Transferability UC/CSU

Proposed Description and Requisites: An interdisciplinary examination of major concepts and controversies in the study of racial and ethnic difference in the United States. Exploration of race and ethnicity as historical and contemporary categories of identification in the context of social inequality. Social movements and policy debates on racial equity will be analyzed. As an honors course, Ethnic Studies research methodologies will be critically explored and applied in course assignments. Students will be required to complete written assignments utilizing Ethnic Studies frameworks and theories, facilitate class time, and participate in a Youth Participatory Action Research (YPAR) project.

Proposed Discipline Ethnic Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
General Education
Ethnic Studies A.A.
Ethnic Studies Certificate

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:
N/A

Course Change Request

New Course Proposal

Date Submitted: 12/08/22 8:28 am

Viewing: **ETHN F002H : HONORS INTRODUCTION TO AFRICAN AMERICAN STUDIES**

Last edit: 12/09/22 12:45 pm

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

1. 1LA Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 11/23/22 1:14 pm
Amy Sarver (sarveramy):
Approved for 1LA Curriculum Rep
2. 11/23/22 6:39 pm
Mary Vanatta (vanattamary):
Rollback to Initiator
3. 12/08/22 9:36 am
Ben Armerding (armerdingbenjami)
Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author

Effective Term	Summer 2024		
Subject	Ethnic Studies (ETHN)	Course Number	F002H
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	4		
Hours	4 lecture		
Course Title	HONORS INTRODUCTION TO AFRICAN AMERICAN STUDIES		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: Exploration of the field of African American Studies: history, literature, the arts, and culture, as well as sociological, political, economic, public policy, and philosophical perspectives on the experience of peoples of the African diaspora in the United States. The values, experience, and contributions of Black/African American individuals in the United States will be identified, examined, and authenticated. As an honors course, Ethnic Studies research methodologies will be critically explored and applied in course assignments with an emphasis in methods developed in African American Studies. Students will be required to complete written assignments utilizing Ethnic Studies frameworks and theories, facilitate class time, and participate in a Youth Participatory Action Research (YPAR) project.

Proposed Discipline Ethnic Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
General Education Transfer
Ethnic Studies A.A.
Ethnic Studies Certificate

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:
N/A

Course Change Request

New Course Proposal

Date Submitted: 12/08/22 8:28 am

Viewing: **ETHN F003H : HONORS INTRODUCTION TO LATINX STUDIES**

Last edit: 12/09/22 12:47 pm

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

1. 1LA Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 11/23/22 1:15 pm
Amy Sarver (sarveramy):
Approved for 1LA Curriculum Rep
2. 11/23/22 6:39 pm
Mary Vanatta (vanattamary):
Rollback to Initiator
3. 12/08/22 9:36 am
Ben Armerding (armerdingbenjami)
Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author

Effective Term	Summer 2024		
Subject	Ethnic Studies (ETHN)	Course Number	F003H
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	4		
Hours	4 lecture		
Course Title	HONORS INTRODUCTION TO LATINX STUDIES		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: An exploration of the field of Latinx Studies: history, literature, arts, and culture, as well as sociological, political, economic, and philosophical perspectives on the experiences of Latinx people and the Latinx diaspora in the United States. An analysis of the relationships between distinct Latinx communities and identities, historical legacies, and contemporary issues and their impact, and socio-political and economic institutions and their effects on the Latinx individual. An examination of the values, leadership, activism, and contributions of Latinx peoples in the United States. As an honors course, Ethnic Studies research methodologies will be critically explored and applied in course assignments with an emphasis in methods developed in Latinx Studies. Students will be required to complete written assignments utilizing Ethnic Studies frameworks and theories, facilitate class time, and participate in a Youth Participatory Action Research (YPAR) project.

Proposed Discipline Ethnic Studies

To which Degree(s) or Certificate(s) would this course potentially be added?
General Education Transfer
Ethnic Studies A.A.
Ethnic Studies Certificate

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:
N/A

Course Change Request

New Course Proposal

Date Submitted: 12/08/22 8:29 am

Viewing: **ETHN F005H : HONORS INTRODUCTION TO ASIAN AMERICAN STUDIES**

Last edit: 12/09/22 12:48 pm

Changes proposed by: Ulysses Acevedo (20503805)

In Workflow

1. 1LA Curriculum Rep
2. Curriculum Coordinator
3. Activation

Approval Path

1. 11/23/22 1:15 pm
Amy Sarver (sarveramy):
Approved for 1LA Curriculum Rep
2. 11/23/22 6:40 pm
Mary Vanatta (vanattamary):
Rollback to Initiator
3. 12/08/22 9:36 am
Ben Armerding (armerdingbenjami)
Approved for 1LA Curriculum Rep

Course Proposal Form

Faculty Author

Effective Term	Summer 2024		
Subject	Ethnic Studies (ETHN)	Course Number	F005H
Department	English (ENGL)		
Division	Language Arts (1LA)		
Units	4		
Hours	4 lecture		
Course Title	HONORS INTRODUCTION TO ASIAN AMERICAN STUDIES		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: Introduction to Asian American Studies, focusing on Asian American experiences from the nineteenth century to the present. Includes issues of identity and positionality as they relate to race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion/spirituality, generation, and ability. Explores Asian American experiences via theoretical frameworks and historical, social, cultural, political, legal, and environmental contexts, including colonialism and decolonization, immigration, activism and resistance. As an honors course, Ethnic Studies research methodologies will be critically explored and applied in course assignments with an emphasis in methods developed in Asian American Studies. Students will be required to complete written assignments utilizing Ethnic Studies frameworks and theories, facilitate class time, and participate in a Youth Participatory Action Research (YPAR) project.

Proposed Discipline Ethnic Studies

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

- General Education
- Ethnic Studies A.A.
- Ethnic Studies Certificate

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

N/A

Course Change Request

New Course Proposal

Date Submitted: 11/06/22 12:10 am

Viewing: **MATH F033. : MATH FOR FINANCIAL THRIVING**

Last edit: 12/09/22 7:38 am

Changes proposed by: Jennifer Sinclair (10896469)

In Workflow

- 1PS Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 12/01/22 4:20 pm
Ron Painter
(painterron):
Approved for 1PS
Curriculum Rep
- 12/02/22 8:45 am
Mary Vanatta
(vanattamary):
Approved for
Curriculum
Coordinator

Course Proposal Form

Faculty Author Jennifer Sinclair

Effective Term Summer 2024

Subject Mathematics (MATH) Course Number F033.

Department Mathematics (MATH)

Division Science Technology Engineering and
Mathematics (1PS)

Units 5

Hours 5 lecture

Course Title MATH FOR FINANCIAL THRIVING

Short Title

Proposed UC/CSU

Transferability

Proposed Description and Requisites: This course is designed for any student, in any major, who is interested in exploring the connections between math concepts and aspects of financial thriving. This project-based class focuses on exploration and investigation of both simple and complex financial decisions common in everyday life. Topics studied include linear and exponential modeling, variables and multivariable relationships, dimensional analysis, descriptive statistics, present and future values, and estimation. Individually and collaboratively, students will analyze quantitative information and apply quantitative skills in a variety of contexts related to financial planning and decision making. They will present their findings verbally and in writing.

Prerequisite: Intermediate Algebra or equivalent.

Corequisite: For students who do not meet the prerequisite requirement, concurrent enrollment in MATH 233 is required.

Proposed Discipline Mathematics

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

Business Degree

Degree in Applied Mathematics (under consideration for development)

Certificate in Applied Mathematics (under consideration for development)

Are there any other departments that may be impacted from the addition of this course?

Yes

What Department(s)?

Other Department	Effect on Department
Business	This course could support students studying BUSI 60 and possibly BUSI 45. Pending GE approval from IGETC and CSU, this course could be a good choice for a business major's GE math requirement.

Comments & Other Relevant Information for Discussion:

Now that the state has cleared students from taking long prerequisite sequences in math, this is one of several classes being developed to support students to learn the kind of math that will be most useful to them in everyday life while also building skills that can increase their success in other classes. This is being developed, partially, in response to the students' Open Letter to Faculty wherein they asked for multiple opportunities to learn about money and finance.

Reviewer
Comments

Key: 8827

[Preview Bridge](#)
[Why Did This Not Sync?](#)

Course Change Request

New Course Proposal

Date Submitted: 11/09/22 9:26 pm

Viewing: **THTR F049E : PERFORMANCE PRODUCTION V**

Last edit: 12/09/22 2:13 pm

Changes proposed by: Tom Gough (10517673)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 12/09/22 10:50 am
Hilary Gomes (gomeshilary):
Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	TOM GOUGH	
Effective Term	Summer 2024	
Subject	Theatre Arts (THTR)	Course Number
F049E		
Department	Theatre Arts (THTR)	
Division	Fine Arts and Communication (1FA)	
Units	6	
Hours	1 hour lecture, 15 hours lab	
Course Title	PERFORMANCE PRODUCTION V	
Short Title		

Proposed Transferability UC/CSU

Proposed Description and Requisites: Supervised performance participation in scheduled productions of the Theatre Arts Department with specific inclusion through a rehearsal into live public performance context of enhanced characterization challenges and voice/body integration. Culminates in a fully staged theatrical production.

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

Proposed Discipline Theater Arts

To which Degree(s) or Certificate(s) would this course potentially be added?
Stand-alone

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

Meant to supplant some other courses within the "family" that have been deactivated.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 11/09/22 9:36 pm

Viewing: **THTR F049F : PERFORMANCE PRODUCTION VI**

Last edit: 12/09/22 2:14 pm

Changes proposed by: Tom Gough (10517673)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 12/09/22 10:51 am
Hilary Gomes (gomes Hilary):
Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	TOM GOUGH	
Effective Term	Summer 2024	
Subject	Theatre Arts (THTR)	Course Number
F049F		
Department	Theatre Arts (THTR)	
Division	Fine Arts and Communication (1FA)	
Units	6	
Hours	1 hour lecture; 15 hours lab	
Course Title	PERFORMANCE PRODUCTION VI	
Short Title		

Proposed Transferability UC/CSU

Proposed Description and Requisites: Supervised performance participation in scheduled productions of the Theatre Arts Department with specific inclusion through a rehearsal into live public performance context of enhanced script textual analysis promoting an empathetic performance lens. Culminates in a fully staged theatrical production.

Advisory: Enrollment subject to audition and instructor assignment; this course is included in the Production-Performance family of activity courses.

Proposed Discipline Theater Arts

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

Are there any other departments that may be impacted from the addition of this course?

No

Comments & Other Relevant Information for Discussion:

Meant to supplant some other courses within the "family" that have been deactivated.

Reviewer Comments

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
SOC 50A SOCIAL WORK/HUMAN SERVICES SEMINAR	P. Gibbs Stayte	Prereq: SOC 11 (INTRODUCTION TO SOCIAL WELFARE) Coreq: SOC 50B (SOCIAL WORK/HUMAN SERVICES FIELDWORK)	New course for 2023-24
SOC 50B SOCIAL WORK/HUMAN SERVICES FIELDWORK	P. Gibbs Stayte	Prereq: SOC 11 (INTRODUCTION TO SOCIAL WELFARE) Coreq: SOC 50A (SOCIAL WORK/HUMAN SERVICES SEMINAR)	New course for 2023-24
V T 85 VETERINARY EMERGENCY & CRITICAL CARE	L. Eshman	Prereq: V T 61 (PATHOPHYSIOLOGY OF ANIMAL DISEASE)	New requisite for 2023-24



TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Articulation Officers
Curriculum Chairs
Admissions and Registrars
Institutional Research, Planning, and Effectiveness Professionals

FROM: Aisha N. Lowe, Ph.D.
Vice Chancellor, Educational Services & Support Division

RE: Assembly Bill 1705 Implementation

Assembly Bill 1705 was signed into law by the Governor in September of 2022. This bill supports full and comprehensive implementation of the landmark legislation AB 705 (Irwin 2017) that transformed placement and developmental education in the California Community College system.

The dedicated efforts of the system to implement AB 705 produced unprecedented increases in the number and percentage of students completing math and English milestones for transfer and a college degree. Every student group examined to date has achieved substantial gains in access to, and completion of, transfer-level math and English, but critical equity gaps remain.

AB 1705 addresses issues underlying inequitable and uneven implementation of AB 705 and supports the system's work to ensure that placement systems and curricular structures are designed to produce strong and equitable placement and completion outcomes.

This guidance memorandum addresses:

- The beneficial impact of AB 705 and the real progress the system has made to date, and
- Implementation of AB 1705, including the key provisions of the law, recommended action items, and implementation resources.

This is the first in a series of resources and tools that will be made available to support AB 1705 implementation. **Additional implementation guides, progress updates and webinars will be released in early 2023.**

Beneficial Impact of AB 705

Prior to AB 705, standardized placement tests were pervasively used to bar student access to transfer-level math and English, despite growing evidence that these tests did a poor job of predicting student performance. About 80% of California community college students were forced to take at least one developmental course in English or math, and many students faced up to two

years or more of developmental coursework before having access to courses needed for a college degree. Attrition in developmental sequences was high, particularly for African American and Latino/a students who were placed into developmental education at greater rates and far deeper into developmental sequences.

AB 705 reforms built on grassroots efforts in California community colleges to use high school performance in placement and to replace developmental courses with concurrent support at the transfer-level. In the first term of mandatory implementation, the percentage of students starting in transfer-level courses increased from 38% to 95% in English and 24% to 78% in math (fall 2015 vs. 2019). The percentage of students completing transfer-level courses within one year of starting in the discipline increased from 49% to 68% in English and 26% to 51% in math. Despite pandemic disruptions, completion stabilized at 66% in English and 54% in math (fall 2020). No other educational initiative in California community colleges has produced such dramatic gains.

Extensive research has examined the impact of AB 705 on demographic student groups and special populations. During the first year of mandatory implementation (2019-2020), every group examined achieved large completion gains in both English and math in one year, including African American and Latinx students, low-income students, students in 10 different categories of disabilities, STEM students with weaker math preparation, students over the age of 35, foster youth and veterans. For most of these groups, math completion doubled. In addition, a larger and more diverse group of students enrolled in and completed transfer-level business and STEM courses, including a substantial gain in calculus completion. The Chancellor's Office [Transfer Level Completion Dashboard](#) is regularly updated and shows completion gains at the state and college level when disaggregating by ethnicity, gender, age, high school GPA, disability status, EOPS status, veteran, foster youth, MESA, Puente, and Umoja. The resource section of this memo includes links to these studies and the dashboard.

Implementation of Assembly Bill 1705

[Assembly Bill 1705 \(Irwin, 2002\)](#) builds on the strong foundation of AB 705 and resolves issues impeding implementation. AB 1705 statutory language is divided into four sections summarized below:

1. Legislative Counsel's Digest gives an overview of new amendments to the Education Code.
2. Section 1 states the findings and declarations of the legislature that provide a rationale for the amendments. This section gives an overview of the research into AB 705's positive impact on students and equity, as well as states the problems with uneven and inequitable implementation that AB 1705 addresses.
3. Section 2 states the intent of the legislature in amending the Education Code. Notable is the clarification in §78212.5, subd. (a), that "students shall be directly placed into, and, when beginning coursework in English or mathematics, shall be enrolled in, transfer-level English and mathematics courses."
4. Section 3 integrates new amendments to Education Code §78213 into the familiar mandates of the parent legislation, AB 705.

This guidance memo will dissect this section to underscore **new** action items and prohibitions that are now required by law. Due to the length and complexity of the law, we will group items by topic. At the end of this discussion is a checklist of recommended action items for AB 1705 implementation.

KEY PROVISIONS OF AB 1705

The key provisions of AB 1705 are stated in §78213, subd. (i) and replicated in its entirety below:

- (1) By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California community colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics (quantitative reasoning) courses.
- (2) If the student has a declared academic goal, the mathematics (quantitative reasoning) and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.
- (3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.
- (4) A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics (quantitative reasoning) coursework as described in paragraph (1) of subdivision (c).

EXCEPTIONS TO THE KEY PROVISIONS

1. Some student populations are exempt from §78213, subd. (i), such as students pursuing a GED or students with documented disabilities taking educational assistance classes, or students in certificate programs that do not have math or English requirements. Here is the full list of exceptions from Education Code §78213, subd. (j):
 - (1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.
 - (2) Students enrolled in a certificate program without English or mathematics requirements.
 - (3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.
 - (4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
 - (5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.
 - (6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.
 - (7) Current high school students in dual enrollment or taking courses not available in their local high school.
 - (8) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework

that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

2. §78213, subd. (d) allows college-level placement and enrollment in lieu of transfer-level placement and enrollment for:
 - A. students in career technical programs with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework
 - B. specific groups of students for whom the college has provided local research showing that both of the following are true:
 - The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework, and
 - The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.
3. §78213, subd. (e) states an exemption to §78213, subd. (i)(2) by allowing colleges to require **transfer-level** prerequisite coursework that does not satisfy requirements for a student's intended certificate, degree, or transfer in non-STEM programs if the college has provided local research by July 2023 showing that both of the following are true:
 - The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, and
 - The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

If evidence shows the prerequisites do not improve student progress as described above, the college shall not require or recommend the prerequisite coursework after July 2024.

4. §78213, subd. (f) states the following stipulations and exemptions for STEM programs where **transfer-level** prerequisite coursework does not satisfy requirements for a student's intended associate degree or transfer within a STEM major:
 - A. Transfer-level prerequisite coursework prior to the first calculus course is limited to at most two transfer-level courses as of July 2024.
 - B. By July 2024 colleges shall provide local research showing that transfer-level prerequisites to the first STEM calculus course improve the student's progression to and through calculus by showing that all of the following are true:
 - The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation,
 - The enrollment will improve the student's probability of completing the first STEM calculus course, and
 - The enrollment will improve the student's persistence to and completion of the second calculus course if required for the program.

If evidence shows the prerequisites do not improve student progress as described above, the college shall not require or recommend the prerequisite coursework after July 2025.

CONCURRENT SUPPORT

Education Code §78213, subd. (k) clarifies colleges' obligations to provide access to extra academic support for students enrolled in transfer-level English and math/quantitative reasoning courses. "For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports."

"A community college may require students to enroll in additional concurrent support, including additional language support for ESL students, if it is determined that the support will increase the student's likelihood of passing the transfer-level English or mathematics course."

CHANGES TO PLACEMENT INCLUDING GUIDED PLACEMENT OR SELF-PLACEMENT

Education Code §78213, subd. (c) clarifies issues with placement that arose during implementation of AB 705. New items are integrated into previous AB 705 mandates. Here are highlights of the new additions:

1. Colleges are still required to use high school transcript data to place students into English and math coursework, for which the AB 705 requirement to use multiple measures is replaced with the clarification that, "using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures." (Ed. Code, §78213, subd. (c)(4).)
2. A new addition prohibits colleges from requiring students to repeat coursework completed in high school. "The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning." (Ed. Code, §78213, subd. (c)(3).)
3. Multiple measures placement into transfer-level coursework is further clarified as transfer-level coursework that satisfies requirements for the student's academic goal. "The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major." (Ed. Code, §78213, subd. (c)(3).)
4. Colleges must use self-reported high school information when transcript data is not available; this is **not optional** but required. (Ed. Code, §78213, subd. (c)(6).)
5. Colleges may use guided placement or self-placement for students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information; however guided placement and self-placement must now meet the same placement standards used with multiple measures. Specifically, "the placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline." (Ed. Code, §78213, subd. (c)(7).)

Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student's program of study.

SPECIFIC PROHIBITIONS

In Education Code §78213, subd. (h), AB 1705 specifically prohibits colleges from using the following as justifications for placing and enrolling students into pretransfer-level coursework or transfer-level coursework in English, math or quantitative reasoning that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major:

1. The length of time between a student's enrollment date at the community college and the student's high school graduation date.
2. Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services (EOPS), participants in disability services and programs for students (DSPS), and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.
3. Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

ENGLISH AS A SECOND LANGUAGE (ESL)

AB 1705 made only one clarification to ESL placement as described in AB 705. The AB 705 phrase "evidence-based multiple measures" is now "multiple evidence-based measures" in AB 1705.

Education Code §78213, subd. (c)(5) states, "Community colleges shall use multiple evidence-based measures for placing students into English as a Second Language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years."

Required Validation of Practices

AB 1705 explicitly sets standards for colleges to validate practices that result in enrollments that undermine the core tenet of placement and enrollment into transfer-level coursework required by the student's certificate, associate degree, or transfer within the major, as described in Education Code §78213, subd. (i). These standards do not apply to student groups described in §78213, subd. (j) as exceptions.

Validation of practices are required for:

1. Pretransfer-level enrollment (Ed. Code, §78213, subd. (d).) [Note: This does not apply to corequisite support courses linked to transfer-level courses, even if the corequisite course is a pretransfer-level course].
2. For students in non-STEM programs of study, enrollment in transfer-level prerequisites that do not satisfy requirements for the student's certificate, associate degree, or transfer within the major (Ed. Code, §78213, subd. (e).)

3. For students in STEM programs of study, enrollment in transfer-level prerequisites that do not satisfy requirements for the student’s certificate, associate degree, or transfer within the major (Ed. Code, §78213, subd. (f).)

The Chancellor’s Office will disseminate additional guidance on the process and templates to submit required validation data.

Enforcement

AB 1705 reflects current Title 5 stipulations that allow the Chancellor’s Office to ensure consistent implementation across colleges. Specifically, “The Chancellor’s Office of the California Community Colleges may require a community college or community college district to change or adopt a placement policy or practice identified by the Chancellor’s Office to ensure that a community college or community college district’s placement and enrollment of students into mathematics, English, and ESL is consistent with the requirements of this section.” (Ed. Code, §78213, subd. (l).)

The Board of Governors maintains authority over establishing regulations to “ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major within a one-year timeframe, and credit ESL students will complete transfer-level coursework in English within a timeframe of three years.” (Ed. Code, §78213, subd. (c)(8).)

Required Action for AB 1705 Implementation

1. By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California community colleges, shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics courses.
2. The transfer-level English and math/quantitative reasoning coursework shall satisfy a requirement of the student’s intended certificate or associate degree or a requirement for transfer within the intended major.
 - a. Extended timeline for non-STEM programs:
If the college currently requires students in non-STEM programs to take transfer-level prerequisites that do not satisfy the student’s intended associate degree, colleges shall complete the data template provided by the Chancellor’s Office by July 2023 to verify that the prerequisite improves student progress in the program per standards in Education Code §78213, subd. (e). The prerequisite requirement may only be continued after July 2024 if it meets these standards.

For example, the [Transfer Model Curricula for Business Administration](#) includes applied calculus or finite math as an option but does not include college algebra;

therefore, if a college requires some students to take college algebra as a prerequisite to applied calculus or finite math, the college will need to complete the data template to show that college algebra meets the standards of Education Code §78213, subd. (e).

b. Extended timeline for STEM programs:

By July 2024, colleges shall have at most two transfer-level prerequisites that do not satisfy the student's intended associate degree. For example, calculus is the lowest level of math that satisfies the [Transfer Model Curricula for Physics](#) or lower division transfer requirements for an engineering major. Colleges that require some students to take three transfer-level math prerequisites, such as college algebra, trigonometry and precalculus, before gaining access to calculus will need to replace this three-course preparatory sequence with at most two courses.

If the college currently requires some students in STEM programs to take any transfer-level prerequisites that do not satisfy the student's intended associate degree, colleges shall complete the data template provided by the Chancellor's Office by July 2024 to verify that the student's progress is improved by taking the prerequisite(s) per standards in Education Code §78213, subd. (f). The prerequisite requirements may only be continued after July 2025 if these standards are met.

3. By July 2023, a community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning. STEM students who have successfully completed precalculus in high school shall have access to calculus if their program requires calculus.
4. By July 2023, a community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework. Colleges can enroll students into non-credit corequisites that require co-enrollment in transfer-level coursework.
5. By July 2023, pretransfer-level enrollment shall only occur for students described as exceptions to the core tenet of AB 1705 in Education Code §78213, subd. (j). For students in non-transferable certificate or associate degree programs with English or math requirements, pretransfer-level enrollment can occur only if the program's accrediting body or advisory board requires coursework that cannot be satisfied with transfer-level coursework.

RECOMMENDED ACTIONS TO PRODUCE STRONG AND EQUITABLE COMPLETION

In Education Code §78212.5, subd. (d), the legislature captures the intent of AB 1705 for California's community colleges to "create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses." To realize the full promise of this law, colleges need to implement additional strategies to ensure that completion is maximized and equitable. Below are recommended actions that are central to achieving this goal.

AB 1705 Implementation

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- Disaggregate completion rates by using the Chancellor's Office [Transfer Level Gateway Completion Dashboard](#) to identify student groups with disproportionately lower outcomes and work to mitigate those gaps.

Implement the strategies provided in [AB 705 Improvement Plans Form](#), including:

- Develop or expand concurrent supports for students in transfer-level English, math, and quantitative reasoning coursework, including tutoring, corequisite courses or enhanced transfer-level courses.
- Develop or expand transferable quantitative reasoning options that articulate to the California State University for general education Area B4, including options for students seeking only the associate degree (e.g., transferable quantitative reasoning courses, such as Financial Literacy, Technical Mathematics for the Trades, Liberal Arts Math, contextualized statistics courses such as Business Statistics or Psychology Statistics, etc.)
- If pretransfer-level courses are offered, restrict enrollment to only those students described as exceptions in Education Code §78213, subd. (j) to AB 1705's core tenet.
- Ensure that for associate degree programs requiring coursework with pretransfer-level math/quantitative reasoning prerequisites, prerequisites are satisfied by any one of the following: 1) placement into, enrollment into, or completion of a transfer-level math or quantitative reasoning course to fulfill the prerequisite, 2) satisfactory completion of equivalent high school coursework, or 3) credit for prior learning.
- Intentionally design the messaging within the placement process, as well as matriculation, orientation and advising services, to communicate an equity-minded belief in student capacity to succeed in transfer-level coursework and provide information about available academic supports.
- Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.
- Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc.
- Invest in professional development focused on high challenge, high support, equity-minded teaching practices with the goal of achieving stronger, more consistent, and more equitable pass rates across sections of the same transfer-level course.
- Invest in communities of practice for instructors teaching gateway courses to share activities and practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat.
- Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations.

Select Resources

The following resources include data and research on the implementation of AB 705 which colleges can use to inform their ongoing implementation of equitable placement and completion. This list is not exhaustive, but rather a selection of relevant items for consideration. The

AB 1705 Implementation

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Chancellor's Office will also release additional implementation guides, resources and webinars in early 2023.

[CCCCO Transfer-level Completion Dashboard](#)

[Comparative Throughput Analysis for AB 705 Compliance: Disaggregation by Gender and Ethnicity to Check for Disproportionate Impact](#) (MMAP 2018)

[Comparative Throughput Analysis for AB 705 Compliance: Disaggregation by EOPS and DSPS Student Populations](#) (MMAP 2018)

[Throughput in Transfer-level English and Math for Students with Disabilities](#) (MMAP 2022)

[Maximizing Math Throughput of Students Who Did Not Complete Algebra 2 in High School](#) (MMAP 2021)

[Community College Math in California's New Era of Student Access](#) (PPIC 2021)

[Emerging Practices in ESL Guided Self-Placement](#) (MMAP 2022)

ESL College Spotlights:

[City College of San Francisco - Steps to Credit Program](#)

[College of San Mateo - Word Jam](#)

[Cypress College - ESL Course Transferability](#)

[Cypress College - ESL Milestone Certificates](#)

[Orange Coast College - SLO Assessments](#)

cc: Dr. Daisy Gonzales, Interim Chancellor

Dr. Lizette Navarette, Interim Deputy Chancellor

Marty Alvarado, Executive Vice Chancellor, Equitable Student Learning, Experience, and Impact (ESLEI) Office

Dr. John Hetts, Executive Vice Chancellor, Innovation, Data, Evidence, and Analytics (IDEA) Office

All Chancellor's Office Staff



FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s): Ulysses Acevedo

Division: Language Arts

Proposed Title of Degree/Certificate: Ethnic Studies

Type of Award: Certificate of Achievement

Workforce/CTE Program: No

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created? Certificate of Achievement in Ethnic Studies

Does De Anza offer a similar degree or certificate? No

What is the educational need for this new degree/certificate? There are a full range of Ethnic Studies courses offered at Foothill College and this is certificate is especially important for students who are interested in applying their Ethnic Studies knowledge in their chosen careers.

How does the degree/certificate align with Foothill's Strategic Vision for Equity? All Ethnic Studies courses align with SVE because they focus on the struggles of people of color in the United States and how these communities have challenged the historical disinvestment in their communities by demanding a more relevant curriculum in higher education. Furthermore, Ethnic Studies courses align with the SVE because these courses not only aim to teach students about their communities but also how do they relate to our institution of higher learning.

Comments and other relevant information for discussion:



FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s): Julio C. Rivera-Montanez

Division: Language Arts

Proposed Title of Degree/Certificate: Spanish Certificate

Type of Award: Certificate of Achievement

Workforce/CTE Program: No

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created? Spanish Department

Does De Anza offer a similar degree or certificate? Yes

What is the educational need for this new degree/certificate?

Spanish is the national language of the majority of the countries of the western hemisphere. It is also the fastest growing language in California. Students completing this degree will have a foundation for the field of Spanish through the study of Spanish language, culture and literature and will acquire the abilities to engage in conversation, understand the essential points of a narrative or explanation, read and comprehend literature, write summaries and engage in correspondence. The Associate in Arts in Spanish for Transfer degree prepares students for transfer to California State Universities (CSUs). Students who complete the Associate in Arts in Spanish for Transfer degree will be ensured preferential transfer status to CSUs for Spanish majors and majors in related disciplines. The Associate in Arts in Spanish for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs. This degree may also provide excellent preparation for other majors.

How does the degree/certificate align with Foothill's Strategic Vision for Equity?

This Certificate is perfectly aligned with Issue #13 (Completion) and all of its goals.

Comments and other relevant information for discussion:



FOOTHILL COLLEGE

New Degree or Certificate Proposal

Faculty Author(s): Communication Studies Department

Division: Fine Arts & Communication

Proposed Title of Degree/Certificate: AA Transfer Communication Studies 2.0

Type of Award: AA-T/AS-T Degree (ADT)

Workforce/CTE Program: No

Which academic departments will be involved in the creation of this new degree/certificate? Are any new departments being created? Communication Studies Department

Does De Anza offer a similar degree or certificate? Yes

What is the educational need for this new degree/certificate? The Associate in Arts in Communication Studies for Transfer degree prepares students for transfer to California State Universities (CSUs). Students who complete the Associate in Arts in Communication Studies for Transfer degree will be ensured preferential transfer status to CSUs for communication studies majors and majors in related disciplines. The Associate in Arts in Communication Studies for Transfer degree requirements will fulfill the lower division major requirements at many CSUs.

How does the degree/certificate align with Foothill's Strategic Vision for Equity? The Associate in Arts in Communication Studies for Transfer is a transformative degree, empowering students to use their voice to bring about structural, cultural, and individual change. Critical analysis, self-reflection, cross-cultural interaction, and equity-centered advocacy are fundamental components of the degree.

Comments and other relevant information for discussion:

Foothill College
Credit Program Narrative
Certificate of Achievement in Research, Design and Development for Global Good

Item 1. Program Goals and Objectives

Students in the Certificate of Achievement in Research, Design and Development for Global Good program will develop authentic inquiry skills, enabling them to identify and define a concrete problem, analyze both internal and external factors that contribute to the complexity of the issue, explore potential solutions, and propose a detailed plan to test. Students will gain extensive research skills, including the curation and critical analysis of information, data collection and analysis, and investigative methodologies. Students will learn to utilize the design thinking process to ideate, prototype, and test solutions. Students will also acquire and hone communication and presentation skills as they collaborate with peers and experts, and share findings through multiple mediums.

Program Learning Outcomes:

- Students will be able to know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- Students will be able to build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- Students will be able to explore local and global issues and use collaborative technologies to work with others to investigate solutions.
- Students will be able to plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Students will be able to curate information using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Students will be able to use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- Students will be able to evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- Students will be able to break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- Students will be able to select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- Students will be able to develop, test, and refine prototypes as part of a cyclical design process.
- Students will be able to exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
- Students will be able to communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

Item 2. Catalog Description

Designed for students of all levels, including dual-enrollment high school students in research, design, and development cohorts, the Certificate of Achievement in Research, Design and

Development for Global Good guides students through a yearlong inquiry process, culminating in a means-tested project related to improving their local or global community. Students will conduct extensive research as they identify and define a specific problem and develop potential solutions. They will engage in an iterative design thinking process to ideate, prototype, and test ideas in authentic settings. The program culminates in a public exhibition where students present their projects and share their findings using multimedia.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (6 units)	LINC 58	Global Project-Based Learning	2	Year 1, Spring
	LINC 66C	Searching & Researching the Internet	2	Year 1, Winter
	LINC 77	Design Thinking Overview	2	Year 1, Fall
Restricted Electives (select 6 units)	LINC 63	Cloud-Based Data Analysis Tools	1	Year 1, Winter
	LINC 64	Slide Presentation Design	1	Year 1, Spring
	LINC 66E	Cloud-Based Publishing Tools	1	Year 1, Spring
	LINC 67	Designing Web-Based Learning Projects	1	Year 1, Fall
	LINC 70	Web Page Design Overview	1	Year 1, Spring
	LINC 77B	Design Thinking & Tinkering	2	Year 1, Winter
	LINC 79	Multimedia Project Production	2	Year 1, Spring
	LINC 90C	Online Collaboration Tools	2	Year 1, Fall

TOTAL UNITS: 12 units

Proposed Sequence:

Year 1, Fall = 3-5 units

Year 1, Winter = 3-5 units

Year 1, Spring = 3-6 units

TOTAL UNITS: 12

Item 4. Master Planning

Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. Additionally, Research and Service Leadership are key priorities of the college. The Certificate of Achievement in Research, Design and Development for Global Good equips students with critical skills in research, design, and development as they apply themselves toward investigating and solving real-world problems. These skills are essential for success in both the workforce and higher education. The World Economic Forum identified analytical thinking and innovation as the most important work skill for the future, and found that the general category of critical thinking and problem solving is the top area that will grow in prominence over the next five years. (Source: [World Economic Forum Future of Jobs Report, 2020](#).) The skills and abilities taught in this program will empower students to make an immediate difference in their communities and to be important assets to institutions in the future.

Item 5. Enrollment and Completer Projections

In the initial year, approximately 150 students are projected to complete the program. This is based on existing partnerships between the KCI and dual-enrollment programs that contain cohorts in this field. Several high schools in the area have also developed, or are in the process of developing, similar programs, opening up a path for significant expansion and many new partnerships. Thus, in the years to come, upwards of 250 students per year are expected to complete the program.

Course #	Course Title	Year 1 (20-21)		Year 2 (21-22)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 58	Global Project-Based Learning	N/A	N/A	1	26
LINC 63	Cloud-Based Data Analysis Tools	N/A	N/A	1	30
LINC 64	Slide Presentation Design	1	98	N/A	N/A
LINC 66C	Searching & Researching the Internet	N/A	N/A	1	26
LINC 66E	Cloud-Based Publishing Tools	1	97	2	91
LINC 67	Designing Web-Based Learning Projects	2	63	N/A	N/A
LINC 70	Web Page Design Overview	3	126	2	90
LINC 77	Design Thinking Overview	1	31	N/A	N/A
LINC 77B	Design Thinking & Tinkering	1	20	2	42
LINC 79	Multimedia Project Production	2	106	4	125
LINC 90C	Online Collaboration Tools	1	34	2	61

Item 6. Place of Program in Curriculum/Similar Programs

There is no comparable program in Foothill College's existing inventory. While the "Global Good" theme of this program can be related to Global Studies, this program focuses on the development of action-based skills related to authentic problem solving and innovative design through an iterative prototyping process, rather than a study of the impact of globalization in general. As this program involves key mindsets and thinking processes (inquiry, curation, design, communication, etc.), there are connections to aspects of many other programs in the college's existing inventory, as the importance of these skills is universal. The primary difference is that this program focuses exclusively on these skills as they apply to the complexities of real-world settings and thus is not restricted to one content area.

Item 7. Similar Programs at Other Colleges in Service Area

No, there are currently no other similar academic programs offered at any institution in Foothill's service area. The Stanford d.school offers a variety of design thinking workshops and programs, including one called Action Lab which focuses on using design thinking for societal change. The Action Lab is not an academic program per se, but more oriented toward teams within established workforce institutions. No units are offered within Action Lab program, which is billed as a series of workshops. The Action Lab program costs between \$15,000 and \$25,000. Similarly, the local company IDEO offers a Foundations in Design Thinking Certificate, but does not focus on societal impact, and does not include units.

Several prestigious universities offer design thinking certificates and programs including Cornell University, which has a 9-credit Design Thinking Certificate, and the MIT School of Management, which offers a 3-credit program in Mastering Design Thinking. Other universities such as University of Virginia and Columbia offer design and innovation specializations within other certificate programs.

Additional Information Required for State Submission:

TOP Code: 0860.00 - Educational Technology

Annual Completers: 150-300

Net Annual Labor Demand: 1,512

Faculty Workload: Between 0.133 and 0.266 per quarter

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: June, 2027

Distance Education: 1-49%



Labor Market Analysis for Program Recommendation Research, Design, and Development Occupations Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
June 2022

Recommendation

Based on all available data, there appears to be an “undersupply” of Research, 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 1,512 students in the Bay region and 533 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0860.00 Educational Technology programs 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.

This report profiles Research, Design, and Development Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Research, Design, and Development for Global Good program at Foothill College.

- **Web Developers and Digital Interface Designers (15-1257):** 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: 26%
- **Social Science Research Assistants (19-4061):** Assist social scientists in laboratory, survey, and other social science research. May help prepare findings for publication and assist in laboratory analysis, quality control, or data management. Excludes “Graduate Teaching Assistants” (25-1191).
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 37%
- **Commercial and Industrial Designers (27-1021):** Develop and design manufactured products, such as cars, home appliances, and children’s toys. Combine artistic talent with research on product use, marketing, and materials to create the most functional and appealing product design.
Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: None

Percentage of Community College Award Holders or Some Postsecondary Coursework: 24%

Occupational Demand

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

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	11,176	12,696	1,520	14%	5,829	1,166	\$32	\$49
Social Science Research Assistants	1,591	1,704	113	7%	1,126	225	\$21	\$26
Commercial and Industrial Designers	1,215	1,260	44	4%	620	124	\$31	\$41
Total	13,982	15,661	1,679	12%	7,575	1,515		

Source: EMSI 2021.4

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 Research, Design, and Development Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Web Developers and Digital Interface Designers	3,537	4,142	604	17%	1,988	398	\$34	\$50
Social Science Research Assistants	715	756	41	6%	487	97	\$21	\$25
Commercial and Industrial Designers	367	385	18	5%	190	38	\$31	\$47
Total	4,619	5,284	665	14%	2,666	533		

Source: EMSI 2021.4

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

Occupation	Bay Region	Silicon Valley
Web Developers	20,398	7,510
Commercial and Industrial Designers	5,535	1,812
Social Science Research Assistants	819	332
City and Regional Planning Aides	26	9

Source: Burning Glass

Table 4a. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Bay Region

Title	Bay	Title	Bay
Product Designer	732	Web Developer	330
Backend Engineer	691	Backend Engineer - Remote	301
Front End Engineer	637	Front End Engineer - Remote	297
Senior Backend Engineer	578	Senior Ux Designer	284
Senior Product Designer	559	Ui Developer	265
Senior Front End Engineer	549	Ui/Ux Designer	182
Front End Developer	532	Lead Product Designer	165
Ux Designer	521	Ux Research Associate	163
Ux Researcher	401	Senior Frontend Engineer	149

Source: Burning Glass

Table 4b. Top Job Titles for Research, Design, and Development Occupations for latest 12 months - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Front End Developer	256	Senior Product Designer	108
Ux Designer	234	Ux Researcher	99
Backend Engineer	227	Senior Ux Designer	98
Front End Engineer	151	Senior Backend Engineer	93
Ui Developer	141	Ruby On Rails Developer	71
Product Designer	138	Backend Developer	63
Web Developer	130	Frontend Developer	63
Ux Research Associate	123	Product Engineer	63
Senior Front End Engineer	113	Ui/Ux Designer	61

Source: Burning Glass

Industry Concentration**Table 5. Industries hiring Research, Design, and Development Workers in Bay Region**

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Internet Publishing and Broadcasting and Web Search Portals	2,166	584	15%	2%
Custom Computer Programming Services	2,208	298	16%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Software Publishers	1,437	315	10%	2%
Computer Systems Design Services	1,198	102	9%	2%
Data Processing, Hosting, and Related Services	472	104	3%	1%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	494	33	4%	1%
Colleges, Universities, and Professional Schools (State Government)	402	3	3%	1%
Other Computer Related Services	339	49	2%	2%
Colleges, Universities, and Professional Schools	299	21	2%	1%
Research and Development in the Social Sciences and Humanities	288	3	2%	11%

Source: EMSI 2021.4

Table 6. Top Employers Posting Research, Design, and Development Occupations in Bay Region and Silicon Valley Sub-Region

Employer	Bay	Employer	Silicon Valley
Amazon	324	Apple Inc.	283
Apple Inc.	301	Google Inc.	146
Google Inc.	244	Amazon	122
Facebook	239	Cisco Systems Incorporated	113
Uber	215	Intuit	105
Braintrust Group	160	Intel Corporation	88
Cisco Systems Incorporated	154	Stanford University	78
Intuit	128	Rivian	77
Stanford Medicine	112	Uber	73
Adobe Systems	106	Palo Alto Networks	69

Source: Burning Glass

Educational Supply

There is a one (1) community college in the Bay Region issuing three (3) awards on average annually (last 3 years ending 2018-19) on TOP 0860.00 Educational Technology. In the Silicon Valley Sub-Region, there are no community colleges that issued awards on average annually (last 3 years) on this TOP code.

Table 7. Community College Awards on TOP 0860.00 Educational Technology in Bay Region

College	Subregion	Certificate Low	Total
Merritt	East Bay	3	3
Total		3	3

Source: Data Mart

Note: The annual average for awards is 2016-17 to 2018-19.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,515 annual openings for the Research, Design, and Development occupational cluster and three (3) annual (3-year average) awards for an annual undersupply of 1,512 students. In the Silicon Valley Sub-Region, there is also a gap with 533 annual openings and no annual (3-year average) awards for an annual undersupply of 533 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0860.00 Educational Technology

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0860.00	Bay 0860.00	Silicon Valley 0860.00	Foothill 0860.00
Students with a Job Closely Related to Their Field of Study	74%	91%	88%	90%	86%	86%
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$85,341	\$90,496	\$94,740	\$94,188
Median Change in Earnings for SWP Exiting Students	23%	43%	9%	9%	10%	10%
Exiting Students Who Attained the Living Wage	52%	64%	77%	82%	80%	83%

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Research, Design, and Development Occupations in Bay Region

Skill	Posting	Skill	Posting
JavaScript	8,726	Web Application Development	3,135
Software Engineering	5,966	Ruby on Rails	3,035
Front-end Development	4,639	Visual Design	3,008
React Javascript	4,558	Git	2,991
Java	4,538	UX Wireframes	2,928
Web Development	4,091	Product Management	2,874
Python	4,011	Ruby	2,822
Product Design	3,752	AngularJS	2,747

Skill	Posting	Skill	Posting
User Research	3,705	Adobe Indesign	2,744
Adobe Photoshop	3,574	Adobe Acrobat	2,603
Software Development	3,557	Adobe Creative Suite	2,583
Prototyping	3,479	Interaction Design	2,582
Product Development	3,258	User Interface (UI) Design	2,578
SQL	3,201	Adobe Illustrator	2,570

Source: Burning Glass

Table 10. Certifications for Research, Design, and Development Occupations in Bay Region

Certification	Posting	Certification	Posting
Certified Scrum Trainer (CST)	77	Certified Novell Administrator	15
Driver's License	70	Mbe Certified	13
Project Management Certification	49	Certified Information Systems Security Professional (CISSP)	11
Security Clearance	38	Certified Clinical Research Professional	9
Certified Quality Engineer (CQE)	38	Six Sigma Certification	8
Certified Reliability Engineer	34	Agile Certification	8
American Society For Quality (ASQ) Certification	34	Six Sigma Black Belt Certification	7
IT Infrastructure Library (ITIL) Certification	27	Automation Certification	7
Certified ScrumMaster (CSM)	25	Six Sigma Green Belt Certification	6
Project Management Professional (PMP)	21		

Source: Burning Glass

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.

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

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	257	2%
Associate's degree	147	1%
Bachelor's degree and higher	15,282	97%

Source: Burning Glass

Note: 41% 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.

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:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

Foothill College
Program Application
Associate in Arts in Social Work and Human Services for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Social Work and Human Services for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to local California State Universities (CSUs). Students who complete the Associate in Arts in Social Work and Human Services for Transfer Degree will be ensured preferential and seamless transfer status to CSUs for Social Work majors and majors in related disciplines. The Associate in Arts in Social Work and Human Services for Transfer Degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs.

Program Learning Outcomes

- Students will be prepared for entry level positions in the field of social work.
- Students will be able to analyze the skills and knowledge necessary for a career in social work.
- Students will be able to identify and implement industry-recognized effective practices for human service delivery in culturally-relevant and culturally sustaining ways.
- Students will be able to view the client as a whole person in the context of family, culture, and community in assessing the client's strengths and needs.
- Students will be able to demonstrate a working knowledge of public and private entities that deliver human services locally and statewide.
- Students will be able to demonstrate an understanding of the qualities and characteristics of effective human service professionals.
- Students will be able to critically analyze societal factors that create and contribute to social service needs.
- Students will be prepared for university transfer in the majors of Social Work or Human Services.

Item 2. Catalog Description

The Associate in Arts in Social Work and Human Services for Transfer Degree is intended for students who plan to transfer and complete a bachelor's degree in Social Work and majors in a related discipline at a CSU campus. Students completing this program are guaranteed admission to the CSU system but not necessarily to a particular campus or major of choice. Students should consult with a counselor for more information on admission to specific universities and their transfer requirements as individual schools may require different or additional coursework to that listed for the Associate in Arts in Social Work and Human Services for Transfer Degree.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Social Work and Human Services

Template #1023

CCC Major or Area of Emphasis: Social Work and Human Services

03/19/21

TOP Code: 2104.00

CSU Major(s): Collaborative Health and Human Services, Criminal Justice, Human Services, Social Work, Sociology

Total Units: 27 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Social Work and Human Services for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (22 units)						
Introduction to Social Work and Human Services (3)	SWHS 110	SOC 11	Introduction to Social Welfare	5	D	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Social Work and Human Services Seminar (1) And Social Work and Human Services Fieldwork (2)	SWHS 120A AND SWHS 120B	SOC 50A	Social Work/Human Services Seminar	1.5	N/A	N/A
		AND SOC 50B	Social Work/Human Services Fieldwork	3	N/A	N/A
Introduction to Sociology (3)	SOC 110	SOC 1	Introduction to Sociology	5	D	4
		OR SOC 1H	Honors Introduction to Sociology	5	D	4
Introductory Psychology	PSYC 110	PSYC 1	General Psychology	5	D	4
		OR PSYC 1H	Honors General Psychology	5	D	4
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3)	MATH 110 OR SOC 125	MATH 10	Elementary Statistics	5	B4	2A
		OR MATH 17	Integrated Statistics II	5	B4	2A
		OR PSYC 7	Statistics for the Behavioral Sciences	5	B4	2A
		OR SOC 7	Statistics for the Behavioral Sciences	5	B4	2A

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Human Anatomy with Lab (4) OR Human Physiology with Lab (4) OR Human Anatomy and Physiology with Lab (4) OR *Human Biology (or other biology course articulated as major preparation) (3)	BIOL 110B OR BIOL 120B OR BIOL 115S OR AAM	BIOL 40A	Human Anatomy & Physiology I	5	B2/B3	5B/5C
		AND				
		BIOL 40B	Human Anatomy & Physiology II	5	B2/B3	5B/5C
		AND				
		BIOL 40C	Human Anatomy & Physiology III	5	B2/B3	5B/5C
		OR				
		BIOL 14	Human Biology	5	B2/B3	5B/5C
Microeconomics (3) OR Macroeconomics (3)	ECON 201 OR ECON 202	ECON 1B	Principles of Microeconomics	5	D	4
		OR				
		ECON 1A	Principles of Macroeconomics	5	D	4
LIST A: Select two courses (6 units)						
Introduction to Criminal Justice (3)	AJ 110					
Introduction to Cultural Anthropology (3)	ANTH 120	ANTH 2A	Cultural Anthropology	4	D	4
		OR				
		ANTH 2AH	Honors Cultural Anthropology	4	D	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Child Growth and Development (3)	CDEV 100	CHLD 1	Child Growth & Development: Prenatal Through Early Childhood	4	D	4
		AND CHLD 2	Child Growth & Development II: Middle Childhood Through Adolescence	4	D	4
Child, Family and Community (3)	CDEV 110	CHLD 8	Child, Family & Community	4	D	4
Intercultural Communication (3)	COMM 150	COMM 12	Intercultural Communication	5	C2, D	4
Argumentative Writing and Critical Thinking (3)	ENGL 105	ENGL 1B	Composition, Critical Reading & Thinking Through Literature	5	A2, A3, C2	1B
		OR				
		ENGL 1BH	Honors Composition, Critical Reading & Thinking Through Literature	5	A2, A3, C2	1B
		OR				
		ENGL 1C	Argumentative Writing & Critical Thinking	5	A3	1B
		OR				
		ENGL 1CH	Honors Argumentative Writing & Critical Thinking	5	A3	1B

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
US History to 1877 (3)	HIST 130	HIST 17A	History of the United States to 1815	4	D, US1	4
		AND HIST 17B	History of the United States from 1812 to 1914	4	D, US1	4
US History from 1865 (3)	HIST 140	HIST 17B	History of the United States from 1812 to 1914	4	D, US1	4
		AND HIST 17C	History of the United States from 1914 to the Present	4	D, US1	4
		OR HIST 17CH	Honors History of the United States from 1914 to the Present	4	D, US1	4
Introduction to Abnormal Psychology (3)	PSYC 120	PSYC 25	Introduction to Abnormal Psychology	4	D	4
Lifespan Psychology (3)	PSYC 180	PSYC 40	Human Development	5	D	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Drugs, Health, and Society (3)	PHS 103	HLTH 23	Drugs, Health & Society	4	D, E	N/A
Introduction to Social Justice (3)	SJS 110					
Social Problems (3)	SOCI 115	SOC 20	Major Social Problems	4	D	4
Introduction to Race and Ethnicity (3)	SOCI 150	SOC 23	Race & Ethnic Relations	4	D	4

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Any other course or courses that have articulation as major preparation for one of the identified destination majors as a CSU or any CSU-transferable courses that is part of a CAADE or CAADAC recognized program at a CCC. NOTE: Students can not be required to take more than one course that is not articulated at the CSU	AAM	SOC 19	Alcohol & Drug Abuse	4	E	N/A
		OR				
		SOC 40	Aspects of Marriage & Family	4	D, E	4
		OR				
		SOC 45	Sociology of Sexuality	4	D, E	4
Total Units for the Major:	27	Total Units for the Major:		42.5-60.5		
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>					30	25
General Education (CSU-GE or IGETC) Units					39	37
Elective (CSU Transferable) Units					1.5-19.5	5.5-23.5
Total Degree Units (maximum)					60	

JRNL F022B : INTERMEDIATE REPORTING/NEWSWRITING

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F022B

Department

English (ENGL)

Division

Language Arts (1LA)

Units

5

Course Title

INTERMEDIATE REPORTING/NEWSWRITING

Former ID**Cross Listed****Related Courses****Maximum Units**

5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

4

Weekly Lab Hours

3

Weekly Out of Class Hours

8

Special Hourly Notation

Total Contact Hours

84

Total Student Learning Hours

180

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

This course is a continuation of the introductory newswriting/reporting course (JRNL 22A) and focuses on coverage of public affairs beats, including local and regional government, police, courts, and school and city boards. Fundamentals in feature writing for newspapers, magazines, and other media, with instruction and practice in profile, human interest, consumer, and interpretive news features. Includes both on- and off-campus reporting and writing/news presentation for a variety of news purposes and through multiple platforms, with practical experience in interviewing, writing special story types, and revising.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 21A.

Course Objectives

The student will be able to:

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
2. Gather, organize, and synthesize information to compile into feature stories, and write these stories under deadline pressure
3. Prepare feature stories for converging audiences
4. Create plan for submitting story to freelance market
5. Employ editing techniques and use journalistic style
6. Identify and apply fundamental media law concepts, such as libel and privacy rights, and basic freedom of information tools, including public records and open meeting laws
7. Read and analyze current events news

Course Content

1. Demonstrate a basic knowledge of the fundamentals of feature writing and the organization and structure of feature stories
 1. The news peg
 2. Feature leads
 3. Analysis of examples of good feature writing
 4. Recognizing important, compelling details
 5. Types of features: covering city councils, school boards, courts, police, and other local governmental bodies
 6. Difference between hard news story, soft news or feature story, opinion story
 7. The complex, multi-source feature long form story
2. Gather, organize, and synthesize information to compile into feature stories, and write these stories under deadline pressure
 1. Report and write multiple on- and off-campus public affairs-type stories, such as coverage of local or regional government, public safety, courts, and education
 2. Provide innovative story ideas
 3. Gather information from diverse sources
 4. Practice interviewing, note-taking, and fact-checking

5. Research and develop stories
6. Conduct professional interviews
7. Organize notes
3. Prepare feature stories for converging audiences
 1. The profile
 2. The consumer feature
 3. The human interest story
 4. The opinion piece
 5. The me-story (emotional, touching, or humorous)
 6. Using social media as a reporting tool
 7. Writing for various publication formats: print, online, multimedia, broadcast, and public relations
 8. Producing stories through audio, video, and other multimedia formats
 9. Locate and use diverse human, paper, and electronic sources
4. Create plan for submitting story to freelance market
 1. Identify markets for freelance opportunities
 2. Write query letter and submit story to appropriate market
 3. Unusual and minority markets
 4. Produce at least one major assignment utilizing basic multimedia skills, such as taking a photograph or capturing an audio/video interview, and/or employing social media or other emerging technology tools
5. Employ editing techniques and use journalistic style
 1. Practice revision and copy-editing
 2. Apply AP Style
6. Identify and apply fundamental media law concepts, such as libel and privacy rights, and basic freedom of information tools, including public records and open meeting laws
 1. Non-sexist, non-biased language
 2. Apply ethics codes and practices
 3. Open meeting laws, public records, and freedom of information requests
 4. Other media law concepts: libel and privacy
7. Read and analyze current events news
 1. Examine the basic concepts and techniques used in broadcast/webcast news and public relations writing

Lab Content

Assist in production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities regardless of publication frequency.

Special Facilities and/or Equipment

1. Computer with word processing software and access to the internet, portable tape recorder/camera.

2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
Reporting assignments/projects across multiple platforms
Quizzes/exams
Critiques
Peer critiques
Adherence to professional protocols (meeting deadlines, attendance, adherence to ethics)

Method(s) of Instruction

Method(s) of Instruction
Lecture and visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
In-class essays
In-class exploration of internet sites
Quiz and examination review performed in class
Homework and extended projects
Guest speakers
Collaborative learning and small group exercises

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Harrower, Tim	Inside Reporting, 3rd ed.	2012
Friedlander, Edward Jay, and John Lee	Feature Writing for Newspapers and Magazines: The Pursuit of Excellence, 7th ed.	2010
Knight, Robert M.	Journalistic Writing: Building the Skills, Honing the Craft	2010

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Examples of Supporting Texts and References:

Goldstein, Norm. Associated Press Stylebook and Libel Manual. 2013.

Arnold, George T. Media Writer's Handbook: A Guide to Common Editing and Writing Problems, 6th ed. 2012.

Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style, 8th ed. 2012.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading approximately 250 pages from a textbook, websites, and/or handouts that include:
 1. Explanation of feature-writing style and leads
 2. Suggestions for finding diverse sources
 3. Examples of high-quality feature stories from professional media
 4. Media ethics and law applied to feature writing and freelance writing
2. Writing five feature stories, including:
 1. A multi-source personal profile
 2. An enterprise story demonstrating choice of diverse, reliable sources
 3. An entertainment review and/or opinion story
 4. A multi-source story that localizes a regional, national, or international story
3. In-class assignments and exercises and a final exam to demonstrate comprehension of journalistic standards and critical thinking as applied to sourcing and writing feature stories
4. Presenting at least one story as an online presentation, such as a blog or website, with links and graphics

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation

JOUR 210

IGETC Notation

CSU GE Notation

Transferability

CSU/UC

Validation Date

1/9/18; 5/27/22; 6/9/22

Division Dean Only

Seat Count

30

Load

.137

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F053A : STUDENT MEDIA PRACTICUM I

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F053A

Department

English (ENGL)

Division

Language Arts (1LA)

Units

5

Course Title

STUDENT MEDIA PRACTICUM I

Former ID**Cross Listed****Related Courses****Maximum Units**

5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

6

Weekly Out of Class Hours

6

Special Hourly Notation**Total Contact Hours**

108

Total Student Learning Hours

180

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

Provides practical experience in creating basic news and feature content as members of the college newspaper, magazine, or online media staff, which includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online,

multimedia journalism, and emerging technologies. Must be student-produced with student leadership.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 49.

Course Objectives

The student will be able to:

1. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine, or website
2. Demonstrate an understanding of the legal and ethical aspects of student media
3. Utilize basic media production technology and processes to present assignments

Course Content

1. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine, broadcast, or website
 1. Define relevant news content and best form for publication, such as photojournalism, broadcast journalism, print (magazine or newspaper), online, and multimedia journalism
 2. Gather news information weekly
 3. Complete assignments for publication by stated deadlines
 4. Revise and copy edit basic news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
 5. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles
2. Demonstrate an understanding of the legal and ethical aspects of student media
 1. Discuss First Amendment issues
 2. Discuss libel, privacy, and copyright law, and ethics issues and policies affecting media
 3. Critique and self-critique newspapers, magazines, news websites, and/or news broadcasts
3. Utilize basic media production technology and processes to present assignments
 1. Develop news stories through written, visual, audio, video, or other multimedia formats
 2. Determine the best format—print, multimedia, visual, etc.—for telling basic news stories

3. Complete assignments and electronically file stories, photos, and video
4. Use software and web tools to present content visually
5. Develop effective design/layout for story presentation
6. Apply AP Style and legal and ethical guidelines

Lab Content

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities; regardless of publication frequency.

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting
16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

Special Facilities and/or Equipment

1. A classroom/laboratory equipped as a news room: computers with word processing, graphic, and page layout software; internet access; cameras; telephones; fax machine; portable recorders; references; basic supplies.

2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation

Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms
Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course
Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement
Review of portfolio and log for completeness and professionalism of presentation

Method(s) of Instruction

Method(s) of Instruction

Lecture and visual aids
Discussion of assigned reading
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of news gathering and reporting activities

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Staff eds.	Associated Press Stylebook and Libel Manual	2012
Harrower, Tim	Inside Reporting	2013
Staff eds.	The Script Handbook	Latest edition

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

The Missouri Group. Telling the Story: Writing for Print, Broadcast and Online Media, 5th ed. 2013.

Webster's New World College Dictionary, Recent edition.

Harrower, Tim. The Newspaper Designer's Handbook.

Associate Press Stylebook and Briefing on Media Law.

Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style, 8th ed. 2012.

Strunk, William. The Elements of Style.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Complete one or more basic reporting/writing and/or visual media and/or online assignments per week, such as coverage of one event; submit by deadline
2. Read about and react to journalistic concepts and issues using critical thinking skills
3. Participate in self-critiques and peer critiques
4. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

JOUR 130

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

1/9/18; 5/27/22; 6/15/22

Division Dean Only

Seat Count

30

Load

.162

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F053B : STUDENT MEDIA PRACTICUM II

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F053B

Department

English (ENGL)

Division

Language Arts (1LA)

Units

5

Course Title

STUDENT MEDIA PRACTICUM II

Former ID**Cross Listed****Related Courses****Maximum Units**

5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

2

Weekly Lab Hours

9

Weekly Out of Class Hours

4

Special Hourly Notation**Total Contact Hours**

132

Total Student Learning Hours

180

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

This course provides practical experience in creating longer and complex news, feature, and visual content as a member of the college newspaper, magazine, or online media staff, requiring higher skill level and/or leadership/management involvement than JRNL 53A. Includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical

experience in design/layout, visual, online, multimedia journalism, emerging technologies, and leadership/management. Must be student-produced with student leadership.

Course Prerequisites

Course Corequisites

Course Advisories

Advisory: ENGL 1A or 1AH or ESLL 26; not open to students with credit in JRNL 25.

Course Objectives

The student will be able to:

1. Employ journalistic reporting and writing skills to produce complex news, feature, sports, and/or opinion stories and visual media for a student media product, such as a newspaper, magazine, or website
2. Demonstrate an understanding of legal and ethical aspects of student media
3. Utilize media production technology and processes to present complex assignments and linked material

Course Content

1. Employ journalistic reporting and writing skills to produce complex news, feature, sports, and/or opinion stories and visual media for a student media product, such as a newspaper, magazine, or website
 1. Develop intermediate level storytelling skills and leadership/management skills as an editor and/or leadership/management involvement
 2. Define relevant news content and best form, such as photojournalism, broadcast journalism, print (magazine or newspaper), online, and multimedia journalism
 3. Gather news information weekly
 4. Writing and presentation of intermediate level journalistic articles for print, online, or broadcast
 5. Complete assignments for publication by stated deadlines
 6. Revise and copy edit basic and advanced news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
 7. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles that are more advanced than in JRNL 53A
2. Demonstrate an understanding of legal and ethical aspects of student media
 1. Discuss First Amendment issues
 2. Discuss libel, privacy, and copyright law, and ethics policies and issues affecting media

3. Critique complex series, packages, and photo essays in newspapers, magazines, news websites, and/or news broadcasts
4. The business side of the publication (advertising, sales, distribution)
3. Utilize media production technology and processes to present complex assignments and linked material
 1. Determine the best format—print, multimedia, visual, etc.—for telling basic news stories
 2. Complete complex assignments and electronically file stories, photos, video, and multimedia projects
 3. Develop effective design/layout for news and feature stories through written, visual, audio, video, or other multimedia formats
 4. Apply AP Style and legal and ethical guidelines
 5. Use software and web tools to present visually linked series, packages, and photo essays

Lab Content

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities, regardless of publication frequency.

1. Finding ideas for series, packages, and photo essays
2. Planning and sourcing for a series or package of related stories or photo essays
3. Envisioning complex coverage of news and feature stories with storyboards and mock-up layouts
4. Creating fact boxes and sidebars to accompany stories
5. Creating visuals to unify series and packages
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using government documents and data to source stories
9. Advocacy and public affairs reporting
10. Finding expert and "real people" sources using standard methods and social media
11. Using news judgment
12. Online and multimedia presentation of complex and linked stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding ethical standards for news reporting
15. Understanding media law as it applies to journalism and student media
16. Understanding news staff organization
17. Exploring careers in news media
18. Exploring entrepreneurial opportunities in news media
19. Using critique and self-critique to improve the product

Special Facilities and/or Equipment

1. A classroom/laboratory equipped as a news room: computers with word processing, graphic, and page layout and photo editing software; internet access; cameras; telephones; portable voice recorders; references; basic supplies.
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation

Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms
Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course
Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement
Review of portfolio and log for completeness and professionalism of presentation

Method(s) of Instruction

Method(s) of Instruction

Lecture and visual aids
Discussion of assigned reading
Collaborative learning and small group exercises
Laboratory experience which involve students in formal exercises of news gathering and reporting activities

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Staff eds.	Associated Press Stylebook and Libel Manual	2013
Harrower, Tim	Inside Reporting, 3rd ed.	2013
Staff eds.	Script Handbook	Latest edition

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

Kobre, Kenneth. Videojournalism: Multimedia Storytelling. 2012.

Yopp, Jan Johnson, et al. Reaching Audiences: A Guide to Media Writing, 5th ed. 2010.
Webster's New World College Dictionary, Recent edition.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Complete 6-8 complex assignments, such as a series, a package of related stories, or a photo essay with thematically-linked content; submit by deadline
2. Read about and react to photojournalism and other journalistic concepts and issues using critical thinking skills
3. Participate in self-critiques and peer critiques
4. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

JOUR 131

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

1/9/18; 5/27/22; 6/15/22

Division Dean Only

Seat Count

30

Load

.187

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F060. : EDITORIAL LEADERSHIP FOR STUDENT NEWS MEDIA

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F060.

Department

English (ENGL)

Division

Language Arts (1LA)

Units

2

Course Title

EDITORIAL LEADERSHIP FOR STUDENT NEWS MEDIA

Former ID**Cross Listed****Related Courses****Maximum Units**

2

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

6

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours

72

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

Practical experience in planning, assigning, editing, and placing print, video, and/or web content as members of the college newspaper, magazine, or media staff.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Apply journalistic skills in assigning, editing, and placing content for a student media product, such as a newspaper, magazine, or website
2. Apply leadership skills to assigning stories and other content and overseeing reporters, photographers, and other content contributors
3. Manage content from creation to publication in print or online

Course Content

1. Apply journalistic skills in assigning, editing, and placing content for a student media product, such as a newspaper, magazine, or website
 1. Plan and assign stories to peers (content producers and/or fellow editors)
 2. Complete editing assignments by stated deadlines
2. Apply leadership skills to assigning stories and other content and overseeing reporters, photographers, and other content contributors
 1. Research and create assignments appropriate for student media
 2. Interact with reporters, photographers, and other content providers about content, revisions, and deadlines
 3. Critique and self-critique editing issues in newspapers, magazines, news websites, and/or news broadcasts
3. Manage content from creation to publication in print or online
 1. Apply conventions of journalistic and AP Style
 2. Follow ethical and legal guidelines in editing content for student news media
4. Apply software and web skills in placing and posting content

Lab Content

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities, regardless of publication frequency.

1. Finding and assigning stories, photos, and graphics for sections, such as news, features, sports, and opinions
2. Copy editing and proofreading
3. Managing a student newspaper or news website
4. Responding to reader email, letters, and online comments
5. Demonstrating proper formats to reporters and photographers
6. Demonstrating software and web tools to peers

7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Reformatting and placing photos for print or online presentation
9. Choosing and using graphic elements
10. Using page design software
11. Understanding and applying copyright law
12. Understanding ethics and media law as they apply to news websites and social media
13. Using journalistic standards for cropping and editing photos
14. Exploring careers in news media
15. Understanding news staff organization
16. Exploring entrepreneurial opportunities in news media
17. Understanding media law as it applies to broadcast and video journalism
18. Applying canons of journalism

Special Facilities and/or Equipment

1. A classroom/laboratory equipped as a newsroom: computers with word processing, graphic, and page layout software; internet access; cameras; telephones; fax machine; portable recorders; references; basic supplies.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation

Completion of one assignment per week, which may include creating assignments, editing, and placing content for one or more sections of the student newspaper, website, or magazine; compliance with deadlines

Demonstration of leadership among peers (reporters, photographers, and other content providers) with clear communication on deadlines and revisions

Reading about and reacting to issues concerning newsroom leadership and editing using critical thinking skills

Compilation of a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

Method(s) of Instruction

Method(s) of Instruction

Laboratory experience which involves students in formal exercises of news gathering and reporting activities

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022

Author(s)	Title	Publication Date
Staff eds.	Associated Press Stylebook and Libel Manual	2012
Harrower, Tim	Inside Reporting, 3rd ed.	2013
Staff eds.	The Script Handbook	Latest edition
Bowles, Dorothy	Creative Editing, 6th ed.	2010

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2012.

Yopp, Jan Johnson, et al. Reaching Audiences: A Guide to Media Writing, 5th ed. 2010.

Webster's New World College Dictionary, Recent edition.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. One assignment per week, which may include creating assignments, editing, and placing content for one or more sections of the student newspaper, website, or magazine; comply with deadlines
2. Read about and react to issues concerning newsroom leadership and editing using critical thinking skills
3. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/6/17; 5/27/22; 6/15/22

Division Dean Only

Seat Count

35

Load

.095

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F061. : REPORTING FOR STUDENT NEWS MEDIA

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F061.

Department

English (ENGL)

Division

Language Arts (1LA)

Units

2

Course Title

REPORTING FOR STUDENT NEWS MEDIA

Former ID**Cross Listed****Related Courses****Maximum Units**

2

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

6

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours

72

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select**Permanent**

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

Practical experience contributing as a reporter to the college newspaper and/or digital media.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Communicate with one or more editors to obtain assignments
2. Produce and contribute appropriate journalistic assignments to the student media

Course Content

1. Communicate with one or more editors to obtain assignments
 1. Select assignments from assignment list or discussion with editor(s)
 2. Suggest assignments to editor(s)
2. Produce and contribute appropriate journalistic assignments to the student media
 1. Report and write for the student newspaper, magazine, or related website, following ethical and journalistic guidelines
 2. Turn in assignments in appropriate format and within stated deadline

Lab Content

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting

16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

Special Facilities and/or Equipment

1. Varies with assignment, but may include computer with internet access, camera, or drawing tools.
2. When taught online, ongoing access to computer with email and access to relevant Learning Management Systems.

Methods of Evaluation

Methods of Evaluation

Assignments evaluated based on adherence to reporting guidelines and deadline timeliness
 Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course
 Evaluation of log report for completeness

Method(s) of Instruction

Method(s) of Instruction

Laboratory experiences which involve students in formal exercises of news gathering and reporting

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Staff eds.	The Script Handbook	Latest edition
Harrower, Tim	Inside Reporting, 3rd ed.	2013
Kanigel, Rachele	The Student Newspaper Survival Guide, 2nd ed.	2011

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Identify, propose, and complete one approved assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues regarding writing and reporting using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/6/17; 5/27/22; 6/17/22

Division Dean Only

Seat Count

35

Load

.095

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F062. : DIGITAL PRODUCTION FOR STUDENT MEDIA

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F062.

Department

English (ENGL)

Division

Language Arts (1LA)

Units

2

Course Title

DIGITAL PRODUCTION FOR STUDENT MEDIA

Former ID**Cross Listed****Related Courses****Maximum Units**

2

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

6

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours

72

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

Practical experience contributing as a digital content producer to the college news media.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Communicate with one or more editors to obtain assignments
2. Produce and contribute appropriate journalistic assignments to the student media

Course Content

1. Communicate with one or more editors to obtain assignments
 1. Select assignments from assignment list or discussion with editor(s)
 2. Suggest assignments to editor(s)
2. Produce and contribute appropriate journalistic assignments to the student media
 1. Produce content for student news website and social media following ethical and journalistic guidelines
 2. Turn in assignments in appropriate format and within stated deadline

Lab Content

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills
14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting

16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

Special Facilities and/or Equipment

1. Computer with internet access, video camera, basic video editing software.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation
Assignments evaluated for adherence to video reporting guidelines and deadline timeliness
Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course
Evaluation of log report for completeness

Method(s) of Instruction

Method(s) of Instruction
Laboratory experiences which involve students in formal exercises of news gathering and reporting

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Staff eds.	The Script Handbook	Latest edition
Staff eds.	The Associated Press Stylebook and Libel Manual	2012

Please provide justification for any texts that are older than 5 years

Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2011.

Papper, Robert A. Broadcast News Writing Stylebook, 5th ed. 2012.

Kobre, Kenneth. Videojournalism: Multimedia Storytelling. 2012.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Identify and complete one approved assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/6/17; 5/27/22; 6/9/22

Division Dean Only

Seat Count

35

Load

.095

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F064. : PHOTOGRAPHY FOR STUDENT MEDIA

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F064.

Department

English (ENGL)

Division

Language Arts (1LA)

Units

2

Course Title

PHOTOGRAPHY FOR STUDENT MEDIA

Former ID**Cross Listed****Related Courses****Maximum Units**

2

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

6

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

72

Total Student Learning Hours

72

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course helps to support the creation of student generated news on campus.

Course Description

Practical experience contributing as a photographer to the college newspaper and/or digital media.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Communicate with one or more editors to obtain photography assignments
2. Produce and contribute appropriate photojournalism assignments to the student media

Course Content

1. Communicate with one or more editors to obtain photography assignments
 1. Select assignments from assignment list or discussion with editor(s)
 2. Suggest assignments to editor(s)
2. Produce and contribute appropriate photojournalism assignments to the student media
 1. Complete photo assignments for the student newspaper, magazine, or related website, following ethical and journalistic guidelines
 2. Turn in assignments in appropriate format and within stated deadline

Lab Content

Production of a regular news or feature product with a journalism emphasis by and for students and distributed to a campus or community audience. Some suggested possible lab activities leading toward publication might be (options):

1. Finding stories
2. Reporting and writing news, feature, opinion, and sports stories
3. Using video equipment, editing video
4. Using a digital camera and photo editing software
5. Electronically filing stories, photos, and other visual media
6. Proofreading, copyediting, and improving stories
7. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
8. Using design software
9. Interviewing for news media
10. Role of student media on campus
11. Finding college, expert, and real person sources using standard methods, websites, and social media
12. Online and multimedia presentation of stories
13. Utilizing journalism resources, such as textbooks, guides, and websites, to improve skills

14. Understanding and applying ethical standards for news reporting and photojournalism
15. Understanding and applying ethical standards for news reporting
16. Understanding news staff organization
17. Understanding media law as it applies to journalism
18. Using software and web programs to present stories
19. Exploring careers in news media
20. Exploring entrepreneurial opportunities in news media
21. Using critique and self-critique to improve the product
22. Understanding the business side of student media, such as advertising, promotions, printing, and distribution

Special Facilities and/or Equipment

1. Computer with internet access, camera.
2. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation

Assignments evaluated for adherence to photojournalism guidelines and deadline timeliness
 Comprehension tests and a final exam requiring students to identify and demonstrate concepts that have been introduced and studied throughout the course
 Evaluation of log report for completeness

Method(s) of Instruction

Method(s) of Instruction

Laboratory experiences which involve students in formal exercises of news gathering and reporting

Representative Text(s)

Author(s)	Title	Publication Date
Foreman, Gene, et al.	The Ethical Journalist, 3rd ed.	2022
Staff eds.	The Script Handbook	2020
Staff eds.	Associated Press Stylebook and Libel Manual	2012
Harrower, Tim	Inside Reporting	2013

Please provide justification for any texts that are older than 5 years

Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Other Required Materials

Examples of Supporting Texts and References:

Kanigel, Rachele. The Student Newspaper Survival Guide, 2nd ed. 2011.

Kobre, Kenneth. Photojournalism: The Professionals' Approach, 6th ed. 2008.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Identify, propose, and complete one approved photography assignment per week; submit by deadline
2. Read about and react to journalistic concepts and issues regarding photography, using critical thinking
3. Keep a log of activities, learning experiences, and time spent on assignments

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

6/6/17; 5/27/22; 6/9/22

[Division Dean Only](#)

Seat Count

35

Load

.095

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General

JRNL F070R : INDEPENDENT STUDY IN JOURNALISM

Proposal Type

Course Revision

Effective Term

Summer 2023

Subject

Journalism (JRNL)

Course Number

F070R

Department

English (ENGL)

Division

Language Arts (1LA)

Units

1

Course Title

INDEPENDENT STUDY IN JOURNALISM

Former ID**Cross Listed****Related Courses****Maximum Units**

1

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

0

Weekly Lab Hours

3

Weekly Out of Class Hours

0

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours

36

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade Only

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Permanent

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Workforce/CTE

Criteria B. Need

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

Evidence

Journalism courses support development in communication. Journalism is also a workforce program, where we train journalists through real-world experience. See attached Labor Market Information.

Attach evidence

LMI_Foothill_Journalism Occupations_December 2022.docx

Need/Justification

This course provides the student an opportunity to expand on topics beyond the classroom.

Course Description

Provides an opportunity for the student to expand their studies in Journalism 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.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Plan an independent study project in Journalism
2. Conduct the study by means of literature research, fieldwork, or laboratory work, or other means mutually agreed upon in the student-faculty contract as appropriate for the discipline
3. Present the results of the study in a written or oral report or by some other means as determined by the contract

Course Content

This course is based on independent research or course of study related to the topics outlined in the student contract.

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Methods of Evaluation

Methods of Evaluation

Evaluation is based on the completion of the scope of work described in the student-faculty contract

Method(s) of Instruction

Method(s) of Instruction

Independent study as defined in the student-faculty contract

Representative Text(s)

Please provide justification for any texts that are older than 5 years

Other Required Materials

Texts will vary with content.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

This course requires research, analysis, field study, portfolio, or other independent assignments of an agreed upon college-level subject.

Authorized Discipline(s):

Communication Studies or English or Journalism

Faculty Service Area (FSA Code)

JOURNALISM

Taxonomy of Program Code (TOP Code)

*0602.00 - Journalism

Attach Historical Forms/Documents (if applicable)

[Articulation Office Only](#)

C-ID Notation**IGETC Notation****CSU GE Notation****Transferability**

CSU

Validation Date

6/6/17; 5/27/22

[Division Dean Only](#)

Seat Count

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Load

.000

FOAP Codes:**Fund Code**

114000 - General Operating- Unrestricted

Org Code

143131 - Journalism

Account Code

1320

Program Code

060100 - Media, Communications, General



Labor Market Information Report

Journalism Occupations

Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
December 2022

Recommendation

Based on all available data, there appears to be an “undersupply” of Journalism 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 1,612 students in the Bay region and 261 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0602.00 Journalism programs 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.

This report profiles Journalism Occupations in the 12 county Bay region and in the Silicon Valley sub-region for exploratory purposes at Foothill College.

- **Producers and Directors (27-2012):** Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography.
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 20%
- **Broadcast Announcers and Radio Disc Jockeys (27-3011):** Speak or read from scripted materials, such as news reports or commercial messages, on radio or television. May announce artist or title of performance, identify station, or interview guests. Excludes “Broadcast News Analysts” (27-3021).
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 32%
- **News Analysts, Reporters, and Journalists (27-3023):** NA
Entry-Level Educational Requirement: Bachelor’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%
- **Writers and Authors (27-3043):** Originate and prepare written material, such as scripts, stories, advertisements, and other material. Excludes “Public Relations Specialists” (27-3031) and “Technical Writers” (27-3042).
Entry-Level Educational Requirement: Bachelor’s degree

Training Requirement: Long-term on-the-job training

Percentage of Community College Award Holders or Some Postsecondary Coursework: 12%

Occupational Demand

Table 1. Employment Outlook for Journalism Occupations in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Producers and Directors	5,433	6,920	1,487	27%	4,246	849	\$32	\$47
Broadcast Announcers and Radio Disc Jockeys	795	704	-92	-12%	414	83	\$17	\$23
News Analysts, Reporters, and Journalists	1,063	1,274	210	20%	970	194	\$18	\$26
Writers and Authors	5,615	6,065	450	8%	3,291	658	\$15	\$34
Total	12,907	14,963	2,056	16%	8,920	1,784		

Source: EMSI 2022.3

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 Journalism Occupations in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Producers and Directors	1,222	1,406	184	15%	738	148	\$38	\$56
Broadcast Announcers and Radio Disc Jockeys	186	158	-28	-15%	78	16	\$17	\$23
News Analysts, Reporters, and Journalists	267	219	-47	-18%	170	34	\$19	\$31
Writers and Authors	984	1,071	86	9%	571	114	\$17	\$36
Total	2,659	2,854	195	7%	1,558	312		

Source: EMSI 2022.3

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 12 months (Nov. 2021 – Oct. 2022)

Occupation	Bay Region	Silicon Valley
Copy Writers	1,926	504
Producers	1,493	421
Reporters and Correspondents	534	107
Poets, Lyricists and Creative Writers	356	67

Radio and Television Announcers	115	18
Directors- Stage, Motion Pictures, Television, and Radio	98	24
Program Directors	65	15
Talent Directors	15	2
Technical Directors/Managers	11	4

Source: Burning Glass

Table 4a. Top Job Titles for Journalism Occupations for 12 months (Nov. 2021 – Oct. 2022) - Bay Region

Title	Bay	Title	Bay
Copywriter	233	Executive Producer	44
Blogger/Writer	202	Digital Producer	40
Producer	94	Freelance Writer	38
Ux Writer	89	Video Producer	37
Content Writer	76	Creative Producer	33
Senior Copywriter	63	Kgo-Tv/Abc Executive Producer	32
Associate Producer	54	Senior Ux Writer	32
Kgo-Tv/Abc Executive Producer	50	Marketing Copywriter	29
Reporter	46	Writer	22

Source: Burning Glass

Table 4b. Top Job Titles for Journalism Occupations for 12 months (Nov. 2021 – Oct. 2022) - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Copywriter	54	Ux Writer II	14
Ux Writer	40	Associate Producer, Interactive	12
Blogger/Writer	31	Screen Producer	12
Associate Producer	18	Ux Writer III	10
Content Writer	18	Awf Author	9
Producer IV	18	Stage Manager	9
Senior Copywriter	16	Associate Hardware Producer	8
Creative Producer	15	Executive Producer	7
Producer	15	General Writer	7

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Journalism Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Internet Publishing and Broadcasting and Web Search Portals	2,745	3,182	16%	25%
Independent Artists, Writers, and Performers	1,398	1,650	18%	15%
Motion Picture and Video Production	482	746	55%	7%
Television Broadcasting	646	572	-11%	6%
Cable and Other Subscription Programming	269	351	30%	4%
Radio Stations	425	399	-6%	4%
Software Publishers	299	352	18%	3%
Theater Companies and Dinner Theaters	122	306	151%	2%
Teleproduction and Other Postproduction Services	133	283	113%	2%
Newspaper Publishers	154	223	45%	2%

Source: EMSI 2022.3

Table 6. Top Employers Posting Journalism Occupations in Bay Region and Silicon Valley Sub-Region (Nov. 2021 - Oct 2022)

Employer	Bay	Employer	Silicon Valley
Latest Today	197	Apple Inc.	98
Apple Inc.	134	Latest Today	29
Facebook	61	Stanford University	25
CBS Broadcasting	61	Russell Tobin & Associates	21
Disney	58	Pinnacle Group	21
Abc Owned Tv Stations	56	Deloitte	19

Source: Burning Glass

Educational Supply

There are 12 community colleges in the Bay Region issuing 66 awards on average annually (last 3 years ending 2019-20) on TOP 0602.00 Journalism. In the Silicon Valley Sub-Region, there are two (2) community colleges that issued 17 awards on average annually (last 3 years) on this TOP code.

There are a three (3) other CTE educational institutions in the Bay Region issuing 106 awards on average annually (last 3 years ending 2019-20) on CIP 09.0401 – Journalism. There is one (1) other CTE educational institution in the Silicon Valley Sub-Region issuing 34 awards on average annually (last 3 years) on this CIP code.

Table 7a. Community College Awards on TOP 0602.00 - Journalism in Bay Region

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Cabrillo	SC-Monterey	3	0	0	3
Chabot	East Bay	1	0	0	1
Contra Costa	East Bay	4	0	2	6
De Anza	Silicon Valley	15	0	0	15
Diablo Valley	East Bay	7	0	0	7
Laney	East Bay	2	0	0	2
Las Positas	East Bay	4	0	0	4
Los Medanos	East Bay	8	0	0	8
Ohlone	East Bay	2	0	0	2
San Francisco	Mid-Peninsula	3	1	1	5
San Jose City	Silicon Valley	2	0	0	2
Santa Rosa	North Bay	10	0	1	11
Total		61	1	4	66

Source: Data Mart

Note: The annual average for awards is 2017-18 to 2019-20.

Table 7b. Other CTE Institution Awards on CIP 09.0401 - Journalism in Bay Region

College	Subregion	Associate Degree	Bachelor's degree	Total
Academy of Art University	Mid-Peninsula	2	6	8
San Francisco State University	Mid-Peninsula	0	64	64
San Jose State University	Silicon Valley	0	34	34
Total		2	104	106

Note: The annual average for awards is 2017-18 to 2019-20.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 1,784 annual openings for the Journalism occupational cluster and 172 annual (3-year average) awards for an annual undersupply of 1,612 students. In the Silicon Valley Sub-Region, there is also a gap with 312 annual openings and 51 annual (3-year average) awards for an annual undersupply of 261 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0602.00 - Journalism

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0602.00	Bay 0602.00	Silicon Valley 0602.00	Foothill 0602.00
Students with a Job Closely Related to Their Field of Study	74%	91%	57%	77%	N/A	N/A
Median Annual Earnings for SWP Exiting Students	\$47,419	\$66,288	\$23,040	\$25,993	\$26,036	N/A
Median Change in Earnings for SWP Exiting Students	23%	43%	40%	55%	0%	N/A
Exiting Students Who Attained the Living Wage	52%	64%	27%	24%	N/A	N/A

Source: Launchboard Strong Workforce Program Median of 2017 to 2020.

Skills, Certifications and Education

Table 9. Top Skills for Journalism Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Skill	Posting	Skill	Posting
Social Media	1,158	Adobe Indesign	270
Copywriting	1,020	Business-to-Business	269
Journalism	1,020	Content Development	261
Project Management	820	Fact Checking	256
Budgeting	642	Customer Service	249
Scheduling	597	Adobe Illustrator	243
Content Management	461	Blogging	242
Proofreading	429	Marketing	236
Broadcast Industry Knowledge	404	Adobe Acrobat	231
Adobe Photoshop	390	Stakeholder Management	221
Product Marketing	329	Adobe Creative Suite	214
Video Production	292	Facebook	210
Vaccination	284	Breaking News Coverage	203
Technical Writing / Editing	273	Quality Assurance and Control	200

Source: Burning Glass

Table 10. Certifications for Journalism Occupations in Bay Region (Nov. 2021 – Oct. 2022)

Certification	Posting	Certification	Posting
Driver's License	155	Pharmaceutical GMP Professional (CPGP)	4
Project Management Certification	17	Food Handler Certification	4
Certified Financial Planner (CFP)	16	First Aid Cpr Aed	4
Investment Advisor	10	Certified Public Accountant (CPA)	4
Series 7	9	Notary License	3
Certified ScrumMaster (CSM)	9	Chartered Property Casualty Underwriter (CPCU)	3
Project Management Professional (PMP)	8	Chartered Financial Consultant	3
Life and Health Insurance License	6	SHRM Certified Professional (SHRM-CP)	2
American Institute of Certified Planners	6	Registered Respiratory Therapist	2
Licensed Vocational Nurse (LVN)	5	Pilot Certification	2

Source: Burning Glass

Note: 95% of records have been excluded because they do not include a certification. As a result, the chart above may not be representative of the full sample.

Table 11. Education Requirements for Journalism Occupations in Bay Region

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	315	14%
Associate's degree	55	2%
Bachelor's degree and higher	1,855	84%

Source: Burning Glass

Note: 52% of records have been excluded because they do not include a degree level. As a result, the chart above may not be representative of the full sample.

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 CCCCO 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

Contacts

For more information, please contact:

- Leila Jamoosian, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), leila@baccc.net
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

SOC F050A : SOCIAL WORK/HUMAN SERVICES SEMINAR

Proposal Type

New Course

Effective Term

Summer 2023

Subject

Sociology (SOC)

Course Number

F050A

Department

Sociology (SOC)

Division

Business and Social Sciences (1SS)

Units

1.5

Course Title

SOCIAL WORK/HUMAN SERVICES SEMINAR

Former ID

Cross Listed

Related Courses

Maximum Units

1.5

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

1.5

Weekly Lab Hours

0

Weekly Out of Class Hours

3

Special Hourly Notation

Total Contact Hours

18

Total Student Learning Hours

54

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary means the course will be incorporated into a new degree or certificate that is not yet State approved.**
- **Permanent means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.**

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

Social Work ADT

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

Proposal submitted

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Criteria B. Need

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

Evidence

This course will be a required core course for the ADT in Social Work, which is currently being developed.

Attach evidence

Need/Justification

This course will be a required core course for the ADT in Social Work, currently under development.

Course Description

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution, with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in the corequisite course to the field experience will be emphasized. This course is designed to provide the student with an opportunity to develop skills that will facilitate gaining employment in the human services field.

Course Prerequisites

Prerequisite: SOC 11.

Course Corequisites

Corequisite: SOC 50B.

Course Advisories

Advisory: Completion of SOC 1 or 1H recommended.

Course Objectives

The student will be able to:

1. Identify and characterize the major components of social work and human services practice
2. Apply a basic code of ethics (e.g., National Association of Social Workers [NASW] or National Organization of Human Services [NOHS]) to fieldwork experience
3. Reflect upon the application of ethical and professional standards to the use of self within specific agency settings
4. Demonstrate knowledge of fundamental legal guidelines, privacy, and information management related to the standards of professional practice
5. Explain the purpose and skills of cultural engagement and humility (e.g., recognizing cultural competence, multiculturalism, and cross-cultural collaboration as areas for ongoing professional development)
6. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development, including feedback from supervision

Course Content

1. The developmental journey of becoming a social worker or human services practitioner, and the nature of social work and human services practice as a helping profession
2. Codes of ethics (e.g., National Association of Social Workers [NASW] or National Organization of Human Services [NOHS]) and social justice principles
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey
4. Resources and services that clients need and depend on

5. Examination of the needs, interests, resources, values, and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language
6. Exploring the progressive nature and skills of generalist practice

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
Class participation
Reflection paper
Group or individual presentations
Case study presentation

Method(s) of Instruction

Method(s) of Instruction
Lecture
Seminar
Group work
Applied activities
Case study analysis

Representative Text(s)

Author(s)	Title	Publication Date
NASW	Code of Ethics of the National Association of Social Workers	2021
NOHS	Ethical Standards for Human Services Professionals	2015
Cournoyer, Barry R.	The Social Work Skills Workbook	2017
Kiser, Pamela Myers	The Human Services Internship: Getting the Most from Your Experience, 4th ed.	2016

Please provide justification for any texts that are older than 5 years

The NOHS (2015) publication is the most recent and is up-to-date. The Kiser text (2016) is the most recent and up-to-date.

Other Required Materials

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Students will be assigned readings from texts such as those listed above, to include reflections/journaling during outside of class time

Authorized Discipline(s):

Sociology

Faculty Service Area (FSA Code)

SOCIOLOGY

Taxonomy of Program Code (TOP Code)

*2104.00 - Human Services

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

10/14/22

Division Dean Only

Seat Count

50

Load

.038

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

121131 - Sociology

Account Code

1320

Program Code

220800 - Sociology

SOC F050B : SOCIAL WORK/HUMAN SERVICES FIELDWORK

Proposal Type

New Course

Effective Term

Summer 2023

Subject

Sociology (SOC)

Course Number

F050B

Department

Sociology (SOC)

Division

Business and Social Sciences (1SS)

Units

3

Course Title

SOCIAL WORK/HUMAN SERVICES FIELDWORK

Former ID**Cross Listed****Related Courses****Maximum Units**

3

Does this course meet on a weekly basis?

Yes

Weekly Lecture Hours

3

Weekly Lab Hours

0

Weekly Out of Class Hours

6

Special Hourly Notation

Total Contact Hours

36

Total Student Learning Hours

108

Repeatability Statement

Not Repeatable

Credit Status

Credit

Degree Status

Applicable

Is Basic Skills applicable to this course?

No

Grading

Pass/No Pass Only

Will credit by exam be allowed for this course?

No

Honors

No

Degree or Certificate Requirement

None of the above (Stand Alone course)

Stand Alone

If a Foothill credit course is not part of a state-approved associate's degree, certificate of achievement, or the Foothill GE pattern, it is considered by the state to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed Stand Alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission, and that there is sufficient need and resources for the course. To be compliant with state regulations, there must be a completed, approved Stand Alone form on file in the Office of Instruction. Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

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

- **Temporary** means the course will be incorporated into a new degree or certificate that is not yet State approved.
- **Permanent** means there are no plans to add the course to a State approved degree or certificate, nor to the Foothill GE pattern.

Please select

Temporary

In this case, identify the degree/certificate to which the course will be added:

Social Work ADT

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

Proposal submitted

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:

Transfer

Criteria B. Need

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

Evidence

This course will be a required core course for the ADT in Social Work, which is currently being developed.

Attach evidence

Need/Justification

This course will be a required core course for the ADT in Social Work, currently under development.

Course Description

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide the student with an opportunity to observe, practice, and develop skills that will facilitate gaining employment in the human services field.

Course Prerequisites

Prerequisite: SOC 11.

Course Corequisites

Corequisite: SOC 50A.

Course Advisories

Advisory: Completion of SOC 1 or 1H recommended.

Course Objectives

The student will be able to:

1. Apply theoretical knowledge obtained in the prerequisite and corequisite course to the fieldwork experience
2. Evaluate the fieldwork experience in relation to prerequisite and corequisite course objectives, career plans, and personal growth
3. Apply ethics, values, and skills that recognize and explore professional use of self

Course Content

Application of the following to the fieldwork experience:

1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession
2. Codes of ethics (e.g., NASW or NOHS) and social justice principles
3. Legal context of social work practice/human services, and the role of supervision in the professional development journey
4. Resources and services that clients need and depend on
5. Examination of the needs, interests, resources, values, and opportunities of people who vary in terms of race, nationality, ethnicity, sexuality, spirituality, gender, age, abilities, economic status, or language
6. Exploring the progressive nature and skills of generalist practice

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. Fieldwork placement sites.
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
Documented completion of required field hours

Method(s) of Instruction

Method(s) of Instruction
Students will participate in fieldwork placements. The instructor will provide student support for the duration of the placement and document the completion of the placement at its conclusion

Representative Text(s)

Author(s)	Title	Publication Date
NASW	Code of Ethics of the National Association of Social Workers	2021
NOHS	Ethical Standards for Human Services Professionals	2015
Cournoyer, Barry R.	The Social Work Skills Workbook	2017
Kiser, Pamela Myers	The Human Services Internship: Getting the Most from Your Experience, 4th ed.	2016

Please provide justification for any texts that are older than 5 years

The NOHS (2015) publication is the most recent and is up-to-date. The Kiser text (2016) is the most recent and up-to-date.

Other Required Materials**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

1. Students will keep a journal of fieldwork experiences

Authorized Discipline(s):

Sociology

Faculty Service Area (FSA Code)

SOCIOLOGY

Taxonomy of Program Code (TOP Code)

*2104.00 - Human Services

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

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1320

Program Code

220800 - Sociology

FOOTHILL COLLEGE

GUIDING PRINCIPLES FOR EQUITABLE CORs

Believing a well-educated population is essential to sustaining a democratic and just society, we commit to the work of equity, which is to dismantle oppressive systems (structural, cultural, and individual) and create a college community where success is not predictable by race.

This document was inspired by the recent national dialogue around systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at Foothill College. Foothill College faculty have long championed student equity and have worked tirelessly to disrupt the historical, systemic racism that causes the persistent, identifiable, predictable, race-based differences in educational access and outcomes for our students (i.e., the “equity gap”). Creating more equitable curriculum is just one of the numerous equity objectives that Foothill College faculty have embraced in support of the [Foothill College Strategic Vision for Equity](#). The intent of this document is to assist faculty as they strive to meet the three curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan¹.

DEFINITIONS

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or UDL). (Sources: [Glendale Community College DSPS](#) and [CAST](#))

Antiracism encompasses a range of ideas and political actions which are meant to counter [racial prejudice](#), [systemic racism](#), and the [oppression](#) of specific [racial groups](#). Antiracism is usually structured around conscious efforts and deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level. As a philosophy, it can be engaged in by the acknowledgment of personal privileges, confronting acts as well as systems of racial discrimination, and/or working to change personal racial biases².

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds, experiences, and traditions, including (dis)ability cultures like Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities. (Source: [Glendale Community College C&I](#))

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and does not privilege one point of view. Decolonization is not just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student validation, engagement, and a sense of belonging in our classrooms and across our campus. (Source: [Glendale Community College C&I](#))

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage. (Source: [Glendale Community College C&I](#))

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity, age, religious commitment, or political perspective. (Source: [eXtension](#))

Epistemology is the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity. Epistemology seeks to understand one or another kind of cognitive success (or, correspondingly, cognitive failure). (Sources: [Merriam-Webster](#) and [Stanford University SEP](#))

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that it implies treating everyone as if their experiences are the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—that advantage some and disadvantage others and providing access to resources for success. (Source: [University of Iowa](#))

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and where diverse individuals can participate fully in the decision-making and development opportunities within an organization or group. (Source: [eXtension](#))

HOW CAN ONE PERSON MAKE A DIFFERENCE?

Structural and cultural changes are needed to enact true change as an institution. However, we all own the responsibility to engage in individual change and professional and personal development. All levels of system-change dimensions can impact and influence one another. By addressing all levels of change at the same time, a more transformative institutional shift can occur.

CREATING MORE EQUITABLE CURRICULUM

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success. As you write new courses or revise your existing courses, look to incorporating the suggestions, below, which focus on specific sections of the COR. Also provided are before/after examples from Foothill CORs which have gone through the process of being updated using an equity lens.

COURSE DESCRIPTION

- Does it demonstrate a welcoming approach? Does it engage students and invite them as participants/co-participants?
 - For introductory or general courses, mention that little to no experience in the topic/field is necessary to enroll
- Does it have inclusive language?
 - Use “the student” as much as possible, rather than he/she, or his/her
 - Use active versus passive voice, minimize jargon and/or define discipline-specific terminology
- Does it include DEIA content that will be covered in the course?
- Example(s) of Foothill CORs:
 - Before:
 - After:

COURSE CONTENT

- Is it timely? How has the topic/field evolved over time, and does the content reflect the most current iteration?
 - If applicable, address historical misconceptions *[better wording?]*
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs?
- Does it acknowledge the reality of racism and/or include topics related to DEIA?
- Does it explore a broad range of diverse contributions to the topic/field?
 - Move away from including only “canonical” contributions
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?
- Example(s) of Foothill CORs:
 - Before:
 - After:

METHODS OF EVALUATION

- Are the methods detailed and descriptive?
 - Avoid listing, simply, “essays, quizzes, final exam, etc.” without including additional information about what is included for each
- Are course activities aligned with core principles of universal learning design? Are there multiple means of representation, action, and expression, and/or engagement?
- Does assessment/evaluation consider the multiple ways students learn and use authentic assessment principles?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are students given the opportunity to make up and/or revise work?
- Are assignments assigned in stages so that subsequent assessments incorporate the students’ previous work and instructor feedback?
- Example(s) of Foothill CORs:
 - Before:
 - After:

METHODS OF INSTRUCTION

- Are the methods detailed and descriptive?
 - Avoid listing, simply, “lecture, lab, exercises, etc.” without including additional information about the delivery of each
- Does the course allow for peer review and/or incorporate other opportunities for discussion between students?
- Do the methods aid in creating a lived experience for students and allow them to connect with course content? [*Shall we define “lived experience?”*]
 - As appropriate, include opportunities for students to engage in self-reflection, to better engage with content
- Example(s) of Foothill CORs:
 - Before:
 - After:

REPRESENTATIVE TEXTS/MATERIALS

- Do the texts/materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors and voices represented?

- Move away from including only “canonical” texts/materials
- Are the texts/materials current—do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their own sociocultural backgrounds and/or the sociocultural backgrounds of others? Do they help students see themselves in the topic/field?
- Do the texts/materials engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization? Do they address biases within the topic/field, both historical and contemporary, and include counter-narratives?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
 - If films/videos or online resources are listed, are these accessible to those students with disabilities (e.g., closed captioned, compatible with screen readers)?
- Are the texts/materials appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER (Open Educational Resources) librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups.)
- Look beyond traditional textbooks—are there other types of “texts” relevant to the topic/field?
 - Consider the following: films/videos, articles, online resources [anything else?]
- Example(s) of Foothill CORs:
 - Before:
 - After:

TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

- Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are assignments relevant to the type of course?
 - As appropriate, consider using “non-traditional” assignments, such as internships or e-portfolios

- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback?
- Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.
- Example(s) of Foothill CORs:
 - Before:
 - After:

CONCLUSION

xxx

REFERENCES

1. Curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

- **Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.**
 - Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.
- **Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.**
 - Goal 1: Curriculum is explicitly race conscious.
 - Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.
 - Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.
 - Goal 2: Pedagogy is race conscious.
 - Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.
 - Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.
 - Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.
 - Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.
 - Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

- **Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.**
 - Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
 - Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
 - Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

2. "[Being Antiracist](#)". National Museum of African American History and Culture. 2019-10-01.

Draft