

College Curriculum Committee Meeting Agenda

Tuesday, November 28, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: November 14, 2023	2:00	Action	#11/28/23-1	Kaupp
2. Report Out and Check-in	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	2:17	Information	#11/28/23-2-4	CCC Team
5. New Certificate Application: Semiconductor Processing	2:22	2nd Read/ Action	#11/28/23-5	Kaupp
6. Stand Alone Application: MUS 70R series	2:27	2nd Read/ Action	#11/28/23-6	Kaupp
7. New Certificate Application: Spanish	2:30	1st Read	#11/28/23-7	Kaupp
8. Degree Deactivation: Communication Studies ADT	2:33	1st Read	#11/28/23-8	Kaupp
9. Updating Foothill GE	2:36	Discussion	#11/28/23-9– 11	Gilstrap/ Kaupp
10. Best Practices for Equitable COR Updates	3:07	Discussion		Kaupp
11. Credit for Prior Learning Summit	3:17	Information		Kaupp
12. Good of the Order	3:27			Kaupp
13. Adjournment	3:30			Kaupp

*Times listed are approximate

Attachments:

- #11/28/23-1 Draft Minutes: November 14, 2023
- #11/28/23-2-4 New Course Proposals: [NCEL 460](#), [PHOT 5H](#), [PHOT 22H](#)
- #11/28/23-5 New Certificate Application: Semiconductor Processing (updated)
- #11/28/23-6 Stand Alone Application: [MUS 70R series](#)
- #11/28/23-7 New Certificate Application: Spanish
- #11/28/23-8 Degree Deactivation: Communication Studies ADT
- #11/28/23-9 Title 5 section 55061
- #11/28/23-10 New Local GE Requirements
- #11/28/23-11 Foothill GE Comparison

2023-2024 Curriculum Committee Meetings:

<u>Fall 2023 Quarter</u>	<u>Winter 2024 Quarter</u>	<u>Spring 2024 Quarter</u>
10/3/23	1/16/24	4/16/24
10/17/23	1/30/24	4/30/24
10/31/23	2/13/24	5/14/24
11/14/23	2/27/24	5/28/24
11/28/23	3/12/24	6/11/24

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

2023-2024 Curriculum Deadlines:

- 12/1/23* Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/23 Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
TBD Deadline to submit curriculum sheet updates for 2024-25 catalog (Faculty/Divisions).
6/1/24 Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
TBD Deadline to submit course updates and local GE applications for 2025-26 catalog (Faculty/Divisions).
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Ulysses Acevedo (LA), Micaela Agyare (LRC), Chris Allen (Dean, APPR), Jeff Bissell (KA), Cynthia Brannvall (FAC), Rachelle Campbell (HSH), Anthony Cervantes (Dean, Enrollment Services), Sam Connell (BSS), Angie Dupree (BSS), Jordan Fong (FAC), Valerie Fong (Dean, LA), Evan Gilstrap (Articulation Officer), Stacy Gleixner (VP Instruction), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp (Faculty Co-Chair), Andy Lee (CNSL), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Sarah Parikh (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer (APPR), Ram Subramaniam (Dean, STEM), Kyle Taylor (STEM), Mary Vanatta (Curriculum Coordinator), Voltaire Villanueva (AS President), Erik Woodbury (De Anza CCC Faculty Co-Chair)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2023-24

Meeting Date: 11/28/23Co-Chairs (2)

<u>✓*</u>	Ben Kaupp	408-874-6380	Vice President, Academic Senate (tiebreaker vote only)	kauppben@fhda.edu
<u>✓*</u>	Kurt Hueg	7179	Associate Vice President of Instruction	huegkurt@fhda.edu

Voting Membership (1 vote per division)

<u>✓</u>	Ulysses Acevedo	7507	LA	acevedoulysses@fhda.edu
<u> </u>	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
<u>✓</u>	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
<u>✓*</u>	Cynthia Brannvall	7477	FAC	brannvallcynthia@fhda.edu
<u> </u>	Rachelle Campbell	7469	HSH	campbellrachelle@fhda.edu
<u>✓*</u>	Sam Connell	7197	BSS	connellsamuel@fhda.edu
<u>✓*</u>	Angie Dupree		BSS	dupreeangelica@fhda.edu
<u>✓*</u>	Jordan Fong	7272	FAC	fongjordan@fhda.edu
<u>✓*</u>	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
<u>✓*</u>	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
<u>✓*</u>	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
<u>✓*</u>	Andy Lee	7783	CNSL	leeandrew@fhda.edu
<u> </u>	Brian Murphy		APPR	brian@pttc.edu
<u> </u>	Tim Myres		APPR	timm@smw104jatc.org
<u>✓*</u>	Sarah Parikh	7748	STEM	parikhsarah@fhda.edu
<u>✓</u>	Eric Reed	7091	LRC	reederic@fhda.edu
<u> </u>	Richard Saroyan	7232	SRC	saroyanrichard@fhda.edu
<u>✓</u>	Amy Sarver	7459	LA	sarveramy@fhda.edu
<u>✓*</u>	Kyle Taylor	7126	STEM	taylorkyle@fhda.edu

Non-Voting Membership (4)

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

Visitors

 Chris Allen, Cathy Draper* (serving as HSH rep), Paul Starer

 * Indicates in-person attendance

**College Curriculum Committee
Meeting Minutes**

Tuesday, November 14, 2023

2:00 p.m. – 3:30 p.m.

Administrative Conference Room 1901; virtual option via Zoom

Item	Discussion
1. Minutes: October 31, 2023	Approved by consensus.
2. Report Out and Check-in	<p>Speaker: All Gilstrap reminded the group about the Dec. 1st deadline for IGETC & CSU GE submissions. Mentioned next meeting of AB 928 committee Nov. 30th, discussing final recommendations (info available on their website) re: CalGETC and placement of students on ADT pathways. Brannvall asked if AB 928 meeting should be shared w/ constituents— Gilstrap responded, good to make faculty aware of AB 928 in general.</p> <p>BSS: Dupree noted new cert. proposal on today’s agenda; mentioned interest in reviving independent study courses within division.</p> <p>HSH: No updates to report.</p> <p>Hueg shared CourseLeaf implementation continues to move along. Vanatta is creating short training videos instead of offering training classes led by CourseLeaf. Hueg read positive feedback about Vanatta, received from CourseLeaf project manager.</p> <p>STEM: Parikh noted new cert. application on today’s agenda; shared division started discussion re: Title 5 changes to local GE specific to Natural Sciences lab requirement.</p> <p>Fine Arts & Comm: Brannvall shared Photography Criticism non-transcriptable cert. being deactivated; Photography dept. working on new honors courses.</p> <p>LRC: Agyare shared working on program review and annual library data survey.</p> <p>Apprenticeship: No updates to report.</p> <p>Language Arts: Sarver shared ESL dept. working on new noncredit course.</p> <p>Kinesiology & Athletics: Bissell shared adding new sport of women’s badminton, working on associated curriculum.</p> <p>Counseling: Jackson Sandoval shared division currently very busy, with college applications due and winter registration taking place.</p> <p>SRC: No updates to report.</p>
3. Public Comment on Items Not on Agenda	Vanatta mentioned clothing drive for women’s shelter.
4. Announcements a. Credit for Prior Learning & Noncredit Workgroups	<p>Speakers: CCC Team Hueg mentioned email sent by Academic Senate President Voltaire Villanueva; hoping to include as many folks possible in both groups.</p>
5. New Certificate Proposal: Archaeological Field Work	<p>Speaker: Ben Kaupp Proposal for new Archaeological Field Work Certificate of Achievement. Kaupp noted this is first step in longer process of creating new</p>

	<p>degree/cert. Connell mentioned boom in new construction has increased need for archaeologists (e.g., to assist in environmental impact reports). This cert. will provide students with basic knowledge to work in the field. Hope is to create workforce cert., but archaeology not necessarily recognized as such, and associated TOP Codes not designated as workforce; discipline faculty making argument to state Chancellor’s Office to change designation. Hueg clarified cert. won’t be considered workforce; Kaupp noted can still be transcriptable, even without workforce TOP Code (designated “local” by state). Hueg noted “Occupational Skills Certificate” language on proposal—Connell responded, was copied from Pasadena City College, meant to remove.</p> <p>Tiwana teaches anthropology at De Anza and asked which courses will be included—Connell responded, would love to discuss further with Tiwana and hopefully collaborate; cert. will include field courses, incl. lab. Vanatta explained to the group that proposal is initial step in full, longer process to create new degree/cert.; CCC’s approval gives faculty green light to create full state-required narrative. Brannvall asked about industry demand and asked if Connell plans to incorporate such details within cert. narrative—Connell responded, some state-wide data sets available to explain demand, but because TOP Code not workforce, that deeper level of analysis not available.</p> <p>Motion to approve M/S (Subramaniam, J. Fong). Approved.</p>
<p>6. Stand Alone Application: MATH 233</p>	<p>Speaker: Ben Kaupp Second read of Stand Alone Approval Request for MATH 233. No comments.</p> <p><i>See item 7 for motion/approval details.</i></p>
<p>7. Stand Alone Application: NCBS 433</p>	<p>Speaker: Ben Kaupp Second read of Stand Alone Approval Request for NCBS 433. No comments.</p> <p>Group agreed to vote on items 6 & 7 as one motion. Motion to approve items 6 & 7 M/S (Subramaniam, Parikh). Approved.</p>
<p>8. New Certificate Application: Semiconductor Processing</p>	<p>Speaker: Ben Kaupp First read of new Semiconductor Processing Certificate of Achievement. Gilstrap noted MATH 40A (core course) has required coreq of MATH 240A (noncredit version being created but not active yet), which in effect increases units needed to complete cert. Discussion occurred re: whether to add MATH 240A as a core course; Vanatta noted state inventory system won’t allow attaching MATH 240A when submitting cert., as it’s not a degree applicable course. Vanatta suggested adding italicized note underneath Program Requirements table to explain coreq requirement for MATH 40A. Group agreed narrative should be updated accordingly for second read.</p> <p>Parikh mentioned plan to offer cert. for both students in Apprenticeship program and non-Apprenticeship students. Discussions taking place to figure out if two individual certs. will need to be created; hope is to use one cert. for both groups. Hueg asked if requirements will be the same for all students—Parikh responded, yes, courses are the same; students can take courses in any order and can even start mid-year. Difference is that Apprenticeship students are employed and paid while taking courses; employer provides hands-on experience for those students. Hueg needs to find out if any potential reporting issues with using one cert. for both groups; Parikh believes will be easy to determine which students are Apprenticeship and which aren’t.</p>

<p>9. Stand Alone Application: MUS 70R series</p>	<p>Second read and possible action will occur at next meeting.</p> <p>Speaker: Ben Kaupp First read of Stand Alone Approval Request for MUS 70R series. Courses will be permanently Stand Alone. Vanatta noted application extends to all four courses in Independent Studies series (70R, 71R, 72R, 73R); courses previously included on Music Technology AA degree but were removed so now need Stand Alone approval.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>10. Credit for Prior Learning Summit</p>	<p>Speaker: Ben Kaupp Topic delayed to future meeting, due to time constraint.</p>
<p>11. Honors Institute</p>	<p>Speakers: Sam Connell & Tracee Cunningham Connell and Cunningham have been Honors Institute coordinators since last year. Presented info about the program, which is open access with no application process. Mentioned Honors Transfer Alliance program with four-year schools. Presented data from past five years re: enrollment in honors courses, noting decrease in face-to-face sections. Hoping to increase face-to-face honors offerings. Disaggregated enrollment data shows equity-related improvements.</p> <p>Coordinators working w/ faculty to create more honors courses and increase diversity of offerings. Students are asking for more honors courses, in more diverse subjects, especially STEM. Please reach out to your constituents and get the word out about honors! Coordinators happy to assist.</p> <p>Parikh asked if students must take a certain number of honors courses—Cunningham responded, Honors Scholars program has specific requirements, but in general students may take as many honors courses as they'd like. Agyare mentioned LIBR 10H, which needs promoting. Hueg noted important for coordinators to work w/ faculty and deans to help schedule honors courses. Noted that online honors course offerings have been popular. Agreed with need to create new honors courses across the campus, in all divisions.</p>
<p>12. Non-transcriptable Certificates</p>	<p>Speakers: Kurt Hueg & Ben Kaupp Hueg mentioned we still list non-transcriptable certs. in the catalog, although we've made a good effort to transition some into state-approved certificates of achievement (CAs). While the state encourages workforce certs., they do allow for non-workforce (designated as "local"), which require different supporting documentation. We don't receive funding from the state for non-transcriptable certs., and students aren't eligible for financial aid. Would like us to move away from offering these and turn them into CAs. College is still in hold-harmless (re: funding formula), but once we're moved out of that status it will be critical to have state-approved certs. on the books.</p> <p>State Chancellor is pushing colleges to provide credentials to enable students to enter into careers and achieve better pay. Hueg believes it's CCC's responsibility to transition these non-transcriptable certs. into CAs. Kaupp noted new Archaeology CA is currently non-transcriptable. Parikh asked about unit requirements—Vanatta responded, minimum for CA is 12 units, but threshold for students to be eligible for financial aid is 24 units. Kaupp noted DRC-registered students can be considered full-time at 6 units. Discussion occurred re: the specifics of students being eligible for financial aid.</p> <p>Hueg plans to email reps to begin discussion of non-transcriptable certs. within their division, with hope to move these to CAs. Kaupp noted there's no official process to award non-transcriptable certs. to</p>

	<p>students, and they're not verifiable by college. Parikh asked where details for existing non-transcriptable certs. can be found—Vanatta responded, in the catalog. Parikh noted minimum units for CAs used to be higher, and suggested perhaps when these were created they didn't meet that requirement—Vanatta responded, minimum used to be 18 units; when the state lowered the minimum, CCC created a process to streamline transition of non-transcriptable certs. to CAs, which many faculty took advantage of. Campbell suggested CCC allow for streamlined process again.</p> <p>Starer noted Foothill serves many students who do not transfer or need a state-approved cert., and cautioned against simply changing non-transcriptable certs. to CAs just because of a push from the state or financial incentive. Strongly suggested approaching any discussion at CCC with the mindset of how we're best serving students. Noted Theatre Arts non-transcriptable certs., which students are able to use for employment, even if not listed on transcript. Sarver agreed that non-transcriptable certs can have value to students. Kaupp noted many of our existing non-transcriptable certs. don't need any changes to requirements to be submitted as CAs. Hueg acknowledged that the state is pushing us in a certain direction, but believes we need to take a look at the credentials we're offering.</p>
<p>13. Best Practices for Equitable COR Updates</p>	<p>Speaker: Ben Kaupp Topic delayed to future meeting, due to time constraint.</p>
<p>14. Good of the Order</p>	<p>Kaupp mentioned that Tiwana's attendance at meeting related to effort to improve collaboration and communication between De Anza and Foothill. Erik Woodbury (De Anza CCC Faculty Co-Chair) is now on Kaupp's distribution list for CCC agendas, and Kaupp has received list of new curriculum proposals from Woodbury. De Anza cannot take any action on Foothill agenda items (and vice versa). Parikh asked if Kaupp can share list received by Woodbury—Kaupp responded, yes, will distribute.</p> <p>Kaupp read statement from Academic Senate regarding current events and the need for collegial dialogue and creating a welcoming and collaborative environment.</p> <p>Allen acknowledged Subramaniam, and the group thanked him for his leadership over the years.</p>
<p>15. Adjournment</p>	<p>3:32 PM</p>

Attendees: Ulysses Acevedo (LA), Chris Allen* (Dean, APPR), Micaela Agyare* (LRC), Jeff Bissell (KA), Cynthia Brannvall* (FAC), Rachelle Campbell* (HSH), Sam Connell* (BSS), Tracee Cunningham (CNSL), Cathy Draper* (HSH), Angie Dupree* (BSS), Jordan Fong* (FAC), Valerie Fong* (Dean, LA), Evan Gilstrap* (Articulation Officer), Kurt Hueg* (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Ben Kaupp* (Faculty Co-Chair), Tim Myres* (APPR), Sarah Parikh* (STEM), Eric Reed (LRC), Richard Saroyan (SRC), Amy Sarver (LA), Paul Starer* (APPR), Ram Subramaniam* (Dean, STEM), Kyle Taylor* (STEM), Ameeta Tiwana (De Anza), Mary Vanatta* (Curriculum Coordinator)

* Indicates in-person attendance

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 10/18/23 9:13 am

Viewing: **NCEL F460. : ESL FOR CUSTOMER SERVICE**

Last edit: 11/15/23 11:08 am

Changes proposed by: Amy Sarver (10611039)

In Workflow

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

Course Proposal Form

Faculty Author	Amy Sarver		
Effective Term	Summer 2025		
Subject	Non-Credit: English as a Second Language (NCEL)	Course Number	F460.
Department	English for Second-Language Learners (ESLL)		
Division	Language Arts (1LA)		
Units	0		
Hours	36 lecture hours per quarter		
Course Title	ESL FOR CUSTOMER SERVICE		
Short Title			

Approval Path

1. 11/14/23 2:22 pm
Amy Sarver (sarveramy):
Approved for 1LA Curriculum Rep

Proposed Transferability: None

Proposed Description and Requisites: A vocational English course for non-native speakers to prepare for customer/client interactions in various industries. Focus on improving comprehension and communication in a customer service role.

Proposed Discipline: English as a Second Language (ESL): Noncredit

To which Degree(s) or Certificate(s) would this course potentially be added?
It could potentially be added to a non-credit vocational ESL certificate which does not currently exist.

Are there any other departments that may be impacted from the addition of this course?
No

Comments & Other Relevant Information for Discussion:

The ESL department at Foothill has been approached by local companies (e.g., Google/BonAppetit and Tetra Hotel/Marriott) as well as by our local Adult Schools to offer English classes to non-English speaking workers in various employment sectors of our community. Additionally, Foothill has been working to establish clear academic and vocational pathways for some time and the North Santa Clara Country Consortium for Adult Education would like to extend those pathways to begin with programs at local Adult Schools. A non-credit course that focuses on communication skills that are essential to a broad range of careers would not only serve the purpose of improving language skills and upskilling the current workforce but could also act as a warm hand-off to ease transitions from Adult School programs to Community College programs.

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 10/30/23 11:12 am

Viewing: **PHOT F005H : HONORS INTRODUCTION TO PHOTOGRAPHY**

Last edit: 11/16/23 8:47 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/15/23 2:52 pm
Jordan Fong (fongjordan):
Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author	Kate Jordahl		
Effective Term	Summer 2025		
Subject	Photography (PHOT)	Course Number	F005H
Department	Photography (PHOT)		
Division	Fine Arts and Communication (1FA)		
Units	4		
Hours	3 hours lecture, 3 hours lab		
Course Title	HONORS INTRODUCTION TO PHOTOGRAPHY		
Short Title			

Proposed Transferability UC/CSU

Proposed Description and Requisites: A survey of the historical and practical aspects of photography as an art form and social document. Students will be introduced to the use of light, composition and communication through images. Significant photographers from a diversity of backgrounds will inspire students in the practice of photography and developing an understanding of the varied uses of the photographic image in our culture, including advertising, journalism, social concern, fine art, and scientific applications.

Proposed Discipline Photography

To which Degree(s) or Certificate(s) would this course potentially be added?
This course would be a required core course for the AA degree and Certificate of Achievement in Photography, and satisfy the Foothill GE requirement for Area I, Humanities. It would also be part of the AA-T degree for Art.

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

No

Comments & Other Relevant Information for Discussion:
The honors course offers an enriched and challenging experience for the more talented student, including deeper content, more rigorous grading, and more demanding and creative assignments requiring the application of higher-level thinking, writing, and communication skills.

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 10/30/23 11:16 am

Viewing: **PHOT F022H : HONORS PHOTOJOURNALISM**

Last edit: 11/16/23 8:49 am

Changes proposed by: Kate Jordahl (10781545)

In Workflow

- 1FA Curriculum Rep
- Curriculum Coordinator
- Activation

Approval Path

- 11/15/23 2:52 pm
Jordan Fong (fongjordan):
Approved for 1FA Curriculum Rep

Course Proposal Form

Faculty Author Kate Jordahl

Effective Term Summer 2025

Subject Photography (PHOT) Course Number F022H

Department Photography (PHOT)

Division Fine Arts and Communication (1FA)

Units 4

Hours 3 hours lecture, 3 hours lab

Course Title HONORS PHOTOJOURNALISM

Short Title

Proposed Transferability UC/CSU

Proposed Description and Requisites: Instruction in basic skills needed for effective online and print photography for use in newspapers, magazines, web journals, and blogs, with emphasis on developing appropriate behavior and craft needed in meeting deadlines for photojournal publication. Assignments include news photographs, human interest and feature pictures, and the picture story. Special emphasis on print quality, picture editing, layout design, image content, and captioning. Introduction to digital capture, preparation of files and transmittal of photographs, and video and sound recording techniques.

Proposed Discipline Photography

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

This course will be a core course for the AA degree and Certificate of Achievement in Photography.

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

No

Comments & Other Relevant Information for Discussion:

The honors course offers an enriched and challenging experience for the more talented student, including deeper content, more rigorous grading, and more demanding and creative assignments requiring application of higher-level thinking, writing, and communication skills.

Reviewer Comments

Foothill College
Credit Program Narrative
Certificate of Achievement in Semiconductor Processing

Item 1. Program Goals and Objectives

The Certificate of Achievement in Semiconductor Processing would provide foundational knowledge in semiconductor processing, including the basic operations of clean room manufacturing and the math and maintenance skills needed to succeed as a process technician. The certificate is an integral part of the apprenticeship pathway for semiconductor process technicians.

Program Learning Outcomes:

- Students will be able to safely navigate a cleanroom work environment.
- Students will be prepared to move wafers through the processing steps.
- Students will be able to troubleshoot processing issues as they arise and formulate a plan for the next steps in addressing them.
- Students will be prepared for a career in semiconductor processing.

Item 2. Catalog Description

The Certificate of Achievement in Semiconductor Processing provides foundational knowledge and skills necessary for safely and efficiently moving wafers through the semiconductor processing stages in a cleanroom work environment. This certificate is open to all students with an interest in learning more about semiconductor processing. Students in the apprenticeship pathway will complete the Certificate of Achievement as a part of the apprenticeship program.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (15 units)	ENGR 61A	Introduction to Semiconductor Technology	5	Year 1, Winter
	ENGR 101A	Advanced Manufacturing	5	Year 1, Spring
	MATH 40A*	Quantitative Reasoning	5	Year 1, Fall

**Note: MATH 40A has a corequisite support course of MATH 240A, a 2.5 unit course. A noncredit version of this corequisite is in development, to give students the option of taking either the credit or noncredit support course.*

TOTAL UNITS: 15 units

While the proposed sequence is stated above, the courses do not require prerequisites and may be taken in any order to allow for students to join the sequence in any quarter. Additionally, the courses may be taken over a longer duration than one year, if needed, to allow for flexibility for students to complete the certificate.

Proposed Sequence:

Year 1, Fall = 5 units

Year 1, Winter = 5 units

Year 1, Spring = 5 units

TOTAL UNITS: 15 units**Item 4. Master Planning**

The Certificate of Achievement in Semiconductor Processing is aligned with Foothill College's mission statement regarding preparing students for the workforce in addition to critical thinking skills and technical knowledge to be a productive member of a democratic society. The certificate has been developed with input from industry partners and government boards in order to design an achievable and supported apprenticeship pathway to support the United States' mission of semiconductor manufacturing in the United States.

Item 5. Enrollment and Completer Projections

We expect there to initially be 20 students getting the certificate of achievement in the first year. The program scheduling will be based on the needs of industry employers and the program is expected to grow to 35 students based on the number of semiconductor process technician jobs available in a given year. Additionally, the courses, and subsequently the certificate, will be available to students who are interested, but not yet accepted into the apprenticeship program.

Several years down the line, this program is expected to support hundreds of students a year in order to supply the local semiconductor manufacturing industry with process technicians, as both the industry grows and the current technicians move into more advanced roles.

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
MATH 40A	Quantitative Reasoning	3	94	N/A	N/A
ENGR 61A	Introduction to Semiconductor Technology	N/A	N/A	N/A	N/A
ENGR 101A	Advanced Manufacturing	N/A	N/A	N/A	N/A

Note: MATH 40A is a recently-created course with just one year of enrollment data. ENGR 61A & 101A are new courses which have not yet been offered.

Item 6. Place of Program in Curriculum/Similar Programs

This certificate is new and there are not currently any similar programs at Foothill. This certificate is designed to be an initial exposure to semiconductor processing. An additional Associate of Science degree is being designed to build on this certificate and give completers of this certificate, as well as current semiconductor process technicians, the skills and knowledge to advance their careers. The two programs are designed to stack or build on one another.

Item 7. Similar Programs at Other Colleges in Service Area

This certificate is the first of its kind in California and is perfectly situated at Foothill College to serve the semiconductor processing industry in Silicon Valley. Currently, Foothill is the only community college in the Bay Area offering semiconductor processing courses. Some selective research institutions in the area (Stanford University) offer training in using semiconductor processing equipment for students in their graduate programs and some students in their undergraduate research programs. Those programs are intended to help students learn how to design state-of-the-art products for research purposes. Those students go on to design what semiconductor process technicians build. We have had discussions with Stanford about how to collaborate in sharing knowledge, yet the intended outcome for the students in their program to become semiconductor designers is very different from the intended outcome for our students to become semiconductor process technicians.

Similar programs to the one that Foothill is establishing in the Bay Area include a successful training program in Seattle that leads into working as a process technician at Intel. In addition, there is a successful partnership between Maricopa Community College in Tempe, Arizona, with the local semiconductor processing companies.

Additional Information Required for State Submission:

TOP Code: 0945.00 – Industrial Systems Technology and Maintenance

Annual Completers: 25

Net Annual Labor Demand: 103

Faculty Workload: 0.33 FTES

New Faculty Positions: 1

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: Fall, 2024

Distance Education: 1-49%



Labor Market Analysis for Program Recommendation Semiconductor Process Technician Occupations Foothill College

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

August 2023

Recommendation

Based on all available data, there appears to be an “undersupply” of Semiconductor Process Technician workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara counties). There is a projected annual gap of about 226 students in the Bay region and 103 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0945.00 - Industrial Systems Technology and Maintenance 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 Semiconductor Process Technician Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- **Electrical and Electronics Drafters (17-3012):** Prepare wiring diagrams, circuit board assembly diagrams, and layout drawings used for the manufacture, installation, or repair of electrical equipment.
Entry-Level Educational Requirement: Associate’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 58%
- **Industrial Engineering Technologists and Technicians (17-3026):** Apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff. May perform time and motion studies on worker operations in a variety of industries for purposes such as establishing standard production rates or improving efficiency.
Entry-Level Educational Requirement: Associate’s degree
Training Requirement: None
Percentage of Community College Award Holders or Some Postsecondary Coursework: 51%

Occupational Demand

Table 1. Employment Outlook for Semiconductor Process Technician Occupations in Bay Region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Electrical and Electronics Drafters	884	967	83	9%	512	102	\$31	\$39
Industrial Engineering Technologists and Technicians	985	1,212	227	23%	766	153	\$27	\$32
Total	1,868	2,179	311	17%	1,278	255		

Source: Lightcast 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 Semiconductor Process Technician Occupations in Silicon Valley Sub-region

Occupation	2021 Jobs	2026 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Electrical and Electronics Drafters	470	496	26	6%	248	50	\$34	\$44
Industrial Engineering Technologists and Technicians	416	492	76	18%	301	60	\$28	\$34
Total	886	988	102	12%	549	110		

Source: Lightcast 2022.3

Silicon Valley Sub-Region includes: Santa Clara Counties

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (Aug. 2022 - July 2023)

Occupation	Bay Region	Silicon Valley
Industrial Engineering Technologists and Technicians	5,409	1,553
Electrical and Electronics Drafters	869	606

Source: Lightcast

Table 4a. Top Job Titles for Semiconductor Process Technician Occupations for latest 12 months (Aug. 2022 - July 2023) - Bay Region

Title	Bay	Title	Bay
Manufacturing Technicians	1,071	Operations Technicians	68
Maintenance Technicians	1,058	Automotive Maintenance Technicians	59
Production Technicians	358	Analog IC Design Engineers	51
Equipment Maintenance Technicians	142	Manufacturing Specialists	45
Maintenance Workers	132	Process Operators	44
Process Technicians	132	Production Test Technicians	40
Analog Design Engineers	118	Maintenance Engineers	39

Title	Bay	Title	Bay
Electrical Designers	77	PCB Designers	39
Manufacturing Engineering Technicians	68	CAD Engineers	38

Source: Lightcast

Table 4b. Top Job Titles for Semiconductor Process Technician Occupations for latest 12 months (Aug. 2022 – July 2023) - Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Manufacturing Technicians	400	Electrical Designers	36
Maintenance Technicians	200	Plating Operators	28
Analog Design Engineers	113	Production Test Technicians	28
Process Technicians	83	Maintenance Workers	27
Production Technicians	66	Manufacturing Assembly Technicians	27
Analog IC Design Engineers	51	Equipment Maintenance Engineers	24
Manufacturing Engineering Technicians	45	PCB Designers	24
Equipment Maintenance Technicians	44	Analog Designers	17
CAD Engineers	36	Cleanroom Technicians	17

Source: Lightcast

Industry Concentration

Table 5. Industries hiring Semiconductor Process Technician Workers in Bay Region

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Semiconductor and Related Device Manufacturing	242	261	8%	12%
Engineering Services	234	258	10%	12%
Electronic Computer Manufacturing	218	196	-10%	9%
Electrical Contractors and Other Wiring Installation Contractors	89	107	20%	5%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	58	92	57%	3%
Other Electronic Component Manufacturing	45	47	3%	2%
Printed Circuit Assembly (Electronic Assembly) Manufacturing	50	53	5%	2%
Research and Development in Biotechnology (except Nanobiotechnology)	38	66	75%	2%
Architectural Services	33	39	17%	2%

Industry - 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2021)	Jobs in Industry (2026)	% Change (2021-26)	% Occupation Group in Industry (2022)
Pharmaceutical Preparation Manufacturing	32	38	16%	2%

Source: Lightcast 2022.3

Table 6. Top Employers Posting Semiconductor Process Technician Occupations in Bay Region and Silicon Valley Sub-Region (Aug. 2022 - July 2023)

Employer	Bay	Employer	Silicon Valley
Aerotek	150	Apple	50
Tesla	139	Randstad	44
Randstad	131	Sanmina	38
Kelly Services	109	Actalent	33
Puls	102	Aerotek	28
AT&T	89	Applied Materials	28

Source: Lightcast

Educational Supply

There are three (3) community colleges in the Bay Region issuing 28 awards on average annually (last 3 years ending 2021-22) on TOP 0945.00 - Industrial Systems Technology and Maintenance. In the Silicon Valley Sub-Region, there is one (1) community college that issued six (6) awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region issuing one (1) award on average annually (last 3 years ending 2021-22) on CIP 47.0303 - Industrial Mechanics and Maintenance Technology/Technician. There are no other CTE educational institution in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this CIP code.

Table 7. Community College Awards on TOP 0945.00 - Industrial Systems Technology and Maintenance in Bay Region

College	Subregion	Associate Degree	High unit Certificate	Low unit Certificate	Total
Laney	East Bay	0	0	1	1
Los Medanos	East Bay	12	8	1	21
San Jose City	Silicon Valley	2	4	0	6
Total		14	12	2	28

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

Table 7b. Other CTE Institutions Awards on CIP 47.0303 - Industrial Mechanics and Maintenance Technology/Technician in Bay Region

College	Subregion	Certificates of at least 1 but < 2 years	Total
Aviation Institute of Maintenance-Fremont	East Bay	1	1

College	Subregion	Certificates of at least 1 but < 2 years	Total
Total		1	1

Source: Data Mart

Note: The annual average for awards is 2019-20 to 2021-22.

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 255 annual openings for the Semiconductor Process Technician occupational cluster and 29 annual (3-year average) awards for an annual undersupply of 226 students. In the Silicon Valley Sub-Region, there is also a gap with 110 annual openings and seven (7) annual (3-year average) awards for an annual undersupply of 103 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0945.00 - Industrial Systems Technology and Maintenance

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 0945.00	Bay 0945.00	Silicon Valley 0945.00	Foothill 0945.00
Students with a Job Closely Related to Their Field of Study	74%	88%	74%	79%	71%	N/A
Median Annual Earnings for SWP Exiting Students	\$53,090	\$73,174	\$49,735	\$61,436	\$71,804	N/A
Median Change in Earnings for SWP Exiting Students	24%	42%	35%	43%	34%	N/A
Exiting Students Who Attained the Living Wage	54%	66%	66%	61%	72%	N/A

Source: Launchboard Strong Workforce Program Median of 2018 to 2021.

Skills, Certifications and Education

Table 9. Top Skills for Semiconductor Process Technician Occupations in Bay Region (Aug. 2022 – July 2023)

Skill	Posting	Skill	Posting
Good Manufacturing Practices	715	Test Equipment	334
Hand Tools	597	Production Equipment	332
Preventive Maintenance	506	Semiconductors	320
Manufacturing Processes	477	Electrical Systems	309
Machinery	448	Environment Health And Safety	302
Power Tool Operation	407	Debugging	292
Automation	401	General Mathematics	286
Electrical Engineering	397	Electronics	270
Equipment Maintenance	384	Hydraulics	250

Skill	Posting	Skill	Posting
Standard Operating Procedure	367	Forklift Truck	245

Source: Lightcast

Table 10. Certifications for Semiconductor Process Technician Occupations in Bay Region (Aug. 2022 - July 2023)

Certification	Posting	Certification	Posting
Valid Driver's License	782	DOT Certification	17
Security Clearance	77	CDL Class B License	14
CDL Class C License	69	Engineer in Training	13
Airframe & Powerplant (A&P) Certificate	53	Certified Mold Remediation Technician	13
Forklift Certification	50	LEED Accredited Professional (AP)	12
FCC General Radiotelephone Operator License (GROL)	25	CompTIA A+	12
CDL Class A License	22	Professional Engineer (PE) License	12
Commercial Driver's License (CDL)	21	Product Certification	11

Source: Lightcast

Table 11. Education Requirements for Semiconductor Process Technician Occupations in Bay Region

Education Level	Job Postings	% of Total
High school or GED	2,112	45%
Associate degree	938	21%
Bachelor's degree & higher	1,605	34%

Source: Lightcast

Note: 44% 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 job descriptions and skills listed in O*Net. Labor demand data is sourced from Lightcast occupation and job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CCCCO Data Mart and CTE Launchboard.

Sources

O*Net Online

Lightcast

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

MUS F070R : INDEPENDENT STUDY IN MUSIC/MUSIC TECHNOLOGY

Proposal Type

Course Revision

Effective Term

Summer 2024

Subject

Music (MUS)

Course Number

F070R

Department

Music (MUS)

Division

Fine Arts and Communication (1FA)

Units

1

Course Title

INDEPENDENT STUDY IN MUSIC/MUSIC TECHNOLOGY

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 (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

This course fulfills multiple functions within the music/music technology program. MUS 70R provides motivated learners an opportunity for further and more targeted inquiry. It also serves as a vehicle for course substitution (e.g., when a graduating student needs a required course that is not being immediately offered).

Attach evidence

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 Music or Music Technology 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 Music or Music Technology.
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: ongoing access to computer with email software and capabilities; email address; JavaScript-enabled internet browsing software.

Methods of Evaluation

Methods of Evaluation may include but are not limited to the following:

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

Methods of Instruction

Methods of Instruction may include but are not limited to the following:

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 Materials

Text 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):

Music

Faculty Service Area (FSA Code)

MUSIC

Taxonomy of Program Code (TOP Code)

1004.00 - Music

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability

CSU

Validation Date

3/20/12; 12/6/12; 11/18; 5/24/23

Division Dean Only

Seat Count

10

Load

.000

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

143051 - Music-General

Account Code

1320

Program Code

100400 - Music

Foothill College
Credit Program Narrative
Certificate of Achievement in Spanish

Item 1. Program Goals and Objectives

The Certificate of Achievement in Spanish will provide students with a working tool that will make them more attractive to prospective employers. Possession of this certificate can also guarantee employment advancement, salary increments, and more attractive job qualifications.

Program Learning Outcomes:

- Students will be able to demonstrate working command of the present, preterit, and imperfect tenses to narrate events in the past and describe daily routine in the present
- Students will be able to demonstrate command of the subjunctive tense to express opinions, express formal/informal commands to give orders, and agree/disagree

Item 2. Catalog Description

The Certificate of Achievement in Spanish is designed to open employment opportunities for local students because of the large number of Bay Area companies conducting businesses and trade with Central and South America. For students planning to continue their undergraduate or graduate education in business, education, or law, this certificate will complement their studies. From a cultural standpoint, Spanish study is valuable in California, with its rich diversity of cultural traditions represented by many Spanish-speaking immigrants from all over the Hispanic World.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (15 units)	SPAN 1	Elementary Spanish I	5	First Quarter
	SPAN 2	Elementary Spanish II	5	Second Quarter
	SPAN 3	Elementary Spanish III	5	Third Quarter

TOTAL UNITS: 15 units

Proposed Sequence:

First Quarter = 5 units

Second Quarter = 5 units

Third Quarter = 5 units

TOTAL UNITS: 15 units

Item 4. Master Planning

This certificate empowers students to achieve their goals as members of the workforce, and will give them a competitive advantage, because Spanish is the most commonly used second language in California. If students wish to continue their education, this certificate is stackable towards a degree. Finally, students will gain cultural competence to become better global citizens.

Item 5. Enrollment and Completer Projections

We anticipate that for the first few years the numbers will remain flat, since most students in Spanish opt for a degree in Spanish; however, this certificate will appeal to students who are not interested in a degree but a certificate to appear in their resume and, eventually, as this certificate becomes known, the numbers will go up.

		Year 1: 2021-22		Year 2: 2022-23	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
SPAN 1	Elementary Spanish I	20	394	17	306
SPAN 2	Elementary Spanish II	8	180	8	177
SPAN 3	Elementary Spanish III	6	128	5	106

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College already offers a Spanish AA degree and AA-T degree. This certificate is stackable toward those degrees.

Item 7. Similar Programs at Other Colleges in Service Area

This certificate is similar to language certificates offered by De Anza College, such as Spanish and Mandarin.

Additional Information Required for State Submission:

TOP Code: 1105.00 - Spanish

Annual Completers: 5

Faculty Workload: 2.6

New Faculty Positions: 0

New Equipment: 0

New/Remodeled Facilities: 0

Library Acquisitions: 0

Gainful Employment: Yes

Program Review Date: 2025

Distance Education: 100%

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: California State University, Monterey Bay
2022-2023 General Catalog, Semester

From: Foothill College
2022-2023 General Catalog, Quarter

Spanish Language & Hispanic Cultures B.A.

MAJOR PREPARATION INFORMATION FOR COMMUNITY COLLEGE STUDENTS

To be admitted to CSU Monterey Bay, a community college transfer student must have completed 60 transferable credit units, of which 30 must be applicable to General Education. Oral and written communication (areas A1 and A2), critical thinking (area A3) and mathematics (area B4) must be completed with a grade of C- or better prior to admission acceptance.

CSUMB requires the completion of one foreign language to the level of the third semester (201) for the B.A. degree. The language requirement for the B.S. degree can be met in a number of ways. Consult with an advisor for complete information about this requirement.

Please consult the current catalog (catalog@csumb.edu) for information about grade requirements in majors. A grade lower than a C will earn credit for a course, but it may not satisfy the department's requirements or serve as a prerequisite for other courses. Please consult with an advisor or admissions counselor for further information.

PREPARATION COURSES FOR THE MAJOR

SPAN 101 - Beginning Spanish I (3.00)	←	SPAN 1 - Elementary Spanish I (5.00)
SPAN 102 - Beginning Spanish II (3.00)	←	SPAN 3 - Elementary Spanish III (5.00)
SPAN 201 - Intermediate Spanish I (3.00)	←	SPAN 4 - Intermediate Spanish I (5.00)
--- Or ---		
SPAN 212 - Spanish for Spanish Speakers (3.00)	←	SPAN 10A - Spanish for Heritage Speakers (5.00)

Recommended; Not required for the major

SPAN 200 - Beginning Spanish Conversation (1.00 - 4.00)	←	No Course Articulated
SPAN 260 - Contemporary Chicano Literature: Survey (3.00)	←	ENGL 31 - Latino/a Literature (4.00)
SPAN 262 - Latin American Literature in Translation (4.00)	←	No Course Articulated

END OF AGREEMENT

Articulation Agreement by Major

Effective during the 2022-2023 Academic Year

To: University of California, Santa Cruz
2022-2023 General Catalog, Quarter

From: Foothill College
2022-2023 General Catalog, Quarter

Spanish Studies B.A.

GENERAL INFORMATION FOR ALL MAJORS

All transfer applicants must satisfy University of California admissions eligibility requirements as well as meet campus selection criteria. All admission requirements must be completed by the end of spring prior to transfer. For more information on UC admissions eligibility requirements and admission to UC Santa Cruz, please visit the Admissions website: <https://admissions.ucsc.edu/attend-ucsc/transfer-students>.

This articulation agreement lists course-to-course, sequence-to-sequence or requirement substitutions for preparation in the major. **Transfer students are strongly encouraged to complete as many major preparatory courses as possible prior to enrolling at UCSC. Completion of all major preparatory courses is not an admissions requirement, but some majors require certain courses to be completed prior to transfer with a specified GPA, and completion or near completion of major preparatory courses will help students move more efficiently toward graduation after transfer.**

UC Santa Cruz Advanced Placement (AP) and International Baccalaureate (IB) credit policies are detailed in the link below:

[UC Santa Cruz AP/IB Chart 2022-2023](#)

SPANISH STUDIES B.A.

Please visit the department's website to learn more about this major: <https://language.ucsc.edu>

PREPARATION FOR THE MAJOR

SPAN 1: First-Year Spanish

SPAN 2: First-Year Spanish

LING 50: Introduction to Linguistics

Plus one of the following courses:

HIS 11A: Latin America: Colonial Period

HIS 11B: Latin America: National Period

HIS 12: Introduction to Latino American History

Transfer students are strongly advised to complete the UCSC general education requirements or the Intersegmental General Education Transfer Curriculum (IGETC). In addition, transfer students are strongly encouraged to complete two years of Spanish language study at an accredited two- or four-year institution. While two years of prior Spanish language study is strongly advised, transfer students should be able to complete the Spanish Studies major in normative time as long as they place into Spanish language Level 4 (Level 5 for students entering UC Santa Cruz in the winter term) upon arrival at UCSC.

THIS IS A NON-SCREENING MAJOR. While completion of specific major courses is not required prior to transfer, students are encouraged to complete as much of the lower-division major preparation as possible as this may affect time to degree.

For more information on major requirements please visit the Admissions website: <https://admissions.ucsc.edu/posts/non-screening-majors>

PREPARATION FOR THE MAJOR

SPAN 1 - First-Year Spanish (5.00)



SPAN 1 - Elementary Spanish I (5.00)

- Minimum grade required: B- or better

--- And ---

SPAN 2 - Elementary Spanish II (5.00)

- Minimum grade required: B- or better

--- And ---

SPAN 3 - Elementary Spanish III (5.00)

- Minimum grade required: B- or better

SPAN 2 - First-Year Spanish (5.00)



SPAN 1 - Elementary Spanish I (5.00)

- *Minimum grade required: B- or better*

--- And ---

SPAN 2 - Elementary Spanish II (5.00)

- *Minimum grade required: B- or better*

--- And ---

SPAN 3 - Elementary Spanish III (5.00)

- *Minimum grade required: B- or better*

LING 50 - Introduction to Linguistics (5.00)



This course must be taken at the university after transfer

Select 1 Course from the following

HIS 11A - Latin America: Colonial Period (5.00)



No Course Articulated

HIS 11B - Latin America: National Period (5.00)



No Course Articulated

HIS 12 - Introduction to Latino American History (5.00)



No Course Articulated

END OF AGREEMENT

Degree Deactivation: Associate in Arts in Communication Studies for Transfer Degree (ADT)

The Communication Studies department respectfully requests deactivation of the Communication Studies ADT. The reason for deactivation is that the state-approved Communication Studies 2.0 ADT is now available to students, necessitating the end of the original ADT.

FAC Division Curriculum Committee Approval: 11/7/23

Title 5 CCR § 55061

§ 55061. Associate Degree Course Requirements.

District governing boards may only approve associate degrees that meet the following course requirements:

(a) A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code section 78213.

(b) A minimum of 18 semester units (27 quarter units) of focused study in a major or interdisciplinary area of emphasis.

(1) A “major” is a focused program of study within a specific discipline, which may include some coursework outside the primary discipline. Programs designed to provide transfer preparation must be designed to meet specific lower-division requirements in comparable baccalaureate majors.

(2) An “area of emphasis” is an interdisciplinary program of study encompassing a broad range of courses from multiple related academic disciplines, providing the student with an academic pathway broader than a specific major but more focused than general education.

(c) A minimum of 21 semester units (28 - 31.5 quarter units) of general education in the areas described below.

(1) English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester/8 quarter units) including:

(A) English Composition (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

(B) Oral Communication and Critical Thinking (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

(2) Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester / 4 quarter units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

(3) Arts and Humanities (minimum of 3 semester / 4 quarter units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or

integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

(4) Social and Behavioral Sciences (minimum of 3 semester / 4 quarter units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

(5) Natural Sciences (minimum of 3 semester / 4 quarter units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

(6) Ethnic Studies (minimum of 3 semester/4 quarter units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

(d) “Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

Local Associate Degree Pathway

6

Area	Subject	Courses
1	English Communication, Oral Communication & Critical Thinking English Composition Oral Communication & Critical Thinking	1 course 1 course
2	Mathematical Concepts & Quantitative Reasoning	1 course
3	Arts & Humanities	1 course
4	Social & Behavioral Sciences	1 course
5	Natural Sciences	1 course
6	Ethnic Studies	1 course
Total Courses	Courses must be transfer-level courses	7 courses (21 semester units)

FHGE Comparison

Current Foothill GE AA/AS Degree Requirements			Recently Approved CCC General Education		
Area	Description	Units	Area	Description	Units
II/ English Competency	English	5	1A	English Composition	5
V	Communication & Analytical Thinking	4 or 5	1B	Oral Communication & Critical Thinking	4 or 5
Math Competency	Mathematics		2	Mathematical Concepts & Quantitative Reasoning	5
I	Humanities	4 or 5	3	Arts & Humanities	4 or 5
IV	Social & Behavioral Sciences	4 or 5	4	Social & Behavioral Sciences	4 or 5
III	Natural Sciences	5 or 6	5	Natural Sciences	4 to 6
Grad Requirement	Ethnic Studies effective Fall 2024		6	Ethnic Studies	4
VI	U.S. Cultures & Communities	4 or 5			
VII	Lifelong Learning	4*			
	Total:	30-35		Total:	30-35