

College Curriculum Committee Meeting Agenda
Tuesday, June 14, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: May 31, 2016	Action	#6/14/16-1	Escoto
2. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. CCC Meeting Dates for 2016-17 d. CCC Reps for 2016-17	Information	#6/14/16-2–5 #6/14/16-6 #6/14/16-7	Escoto
3. New Program Application: Public Health ADT	2nd Read/ Action	#6/14/16-8–10	Escoto
4. Cross-listing Policy	2nd Read/ Action	#6/14/16-11	Escoto
5. Apprenticeship Curriculum Review	2nd Read/ Action	#6/14/16-12	Escoto
6. CCC Topics for 2016-17	Discussion	#6/14/16-13	Escoto
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

Attachment List:

#6/14/16-1 Draft Minutes: May 31, 2016
#6/14/16-2 New COR Proposal: MDIA 13
#6/14/16-3 New COR Proposal: MTEC 51C
#6/14/16-4 New COR Proposal: MTEC 64A
#6/14/16-5 New COR Proposal: MTEC 85A
#6/14/16-6 CCC Notification of Proposed Requisites
#6/14/16-7 CCC Meeting Dates for 2016-17
#6/14/16-8 Public Health ADT Narrative
#6/14/16-9 Public Health ADT TMC
#6/14/16-10 Public Health ADT supporting documentation
#6/14/16-11 Cross-Listing Course Policy draft
#6/14/16-12 Curriculum Review Options for Apprenticeship draft
#6/14/16-13 CCC Topics for 2016-17

2015-2016 Curriculum Committee Meetings

Fall 2015 Quarter

~~10/6/15~~
~~10/20/15~~
~~11/3/15~~
~~11/17/15~~
~~12/1/15~~

Winter 2016 Quarter

~~1/19/16~~
~~2/2/16~~
~~2/16/16~~
~~3/1/16~~
~~3/15/16~~

Spring 2016 Quarter

~~4/19/16~~
~~5/3/16~~
~~5/17/16~~
~~5/31/16~~
~~6/14/16~~

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

2015-2016 Curriculum Deadlines

~~12/1/15~~ Deadline to submit courses to CSU for CSU GE approval.
~~12/1/15~~ Deadline to submit courses to UC/CSU for IGETC approval.
~~2/1/16~~ Curriculum Sheet updates for 2016-17.
~~2/15/16~~ Deadline to submit local GE applications.

~~6/1/16~~ Deadline to submit new/revised courses to UCOP for UC transferability.
~~6/17/16~~ COR/Title 5 updates for Summer 2017.
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~
~~[ASCCC 2015 Fall Plenary Session](#) | 11/5–7/15 | Irvine Marriott~~
~~[ASCCC Fall 2015 Curriculum Regional Meeting \(North\)](#) | 11/13/15 | Solano College - Fairfield~~
~~[ASCCC 2016 CTE Curriculum Academy](#) | 1/14–15/16 | Napa Valley Marriott~~
~~[ASCCC 2016 Instructional Design and Innovation](#) | 1/21–23/16 | Riverside Convention Center~~
~~[ASCCC 2016 Accreditation Institute](#) | 2/19–20/16 | Marriott Mission Valley - San Diego~~
~~[ASCCC 2016 Academic Academy](#) | 3/17–19/16 | Sheraton Sacramento~~
~~[ASCCC 2016 Spring Plenary Session](#) | 4/21–23/16 | Sacramento Convention Center~~
~~[ASCCC 2016 Career Technical Education Institute](#) | 5/6–7/16 | DoubleTree Hilton - Anaheim~~
~~[ASCCC 2016 Faculty Leadership Institute](#) | 6/9–11/16 | Mission Inn - Riverside~~
~~[ASCCC 2016 Curriculum Institute](#) | 7/7–9/16 | DoubleTree Hilton - Anaheim~~

Distribution:

Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Konnilyn Fieg (BSS), Owen Flannery (KA), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2015-16

Meeting Date: 6/14/16Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)
			escotoisaac@foothill.edu
<input type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction
			lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input checked="" type="checkbox"/>	Mary Vanatta	7231	Evaluations
<input type="checkbox"/>	Nataly Wijono	7439	Curr Coordinator vanattamary@foothill.edu
			ASFC

Visitors:

Basil Farooq, Bill Ziegenhorn, Allison Meezan,
Kurt Hueg, Kimberlee Messina

College Curriculum Committee
Meeting Minutes
Tuesday, May 31, 2016
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: May 17, 2016	Minutes approved by consensus. Approved.
2. Announcements	Speaker: Isaac Escoto Co-requisites for new EMT non-credit courses for 2017-18. Please share with your constituents.
a. Notification of Proposed Requisites	
b. New Course Proposals	The following proposals were presented: EMT 401A, 402A; ENGL 25A; KINS 54; NCEL 470, 471, 480; PHED 15A, 15B, 15C. No comments. Please share with your constituents.
c. SLOAC Work	Speaker: Jennifer Sinclair—SLO Committee co-chair For the past few years, SLO coordinators have supported their divisions locally, but did not meet as a group. SLO Committee formed this year. Among topics discussed: connection between SLOs and Program Review, as part of process of reflection and improvement, and how to make this connection more explicit across campus. Accreditation also a big topic for this year. Working on how to communicate big picture and parts to campus; working on handbook to provide resources for faculty. Discussing professional development to support faculty to understand connections and develop strong practice of reflective improvement. Discussing equity, e.g., how cultural competence is related to assessment. Working to integrate SLOAC efforts with other groups across campus.
d. Academic Senate Structure	Ongoing conversation regarding structure of Academic Senate representation. Group at senate outlined options for how senate might represent faculty, based on feedback received. Please review options and share with your colleagues; think about how this might relate to representation structure at CCC. Question regarding what prompted this discussion. Mainly related to divisional changes, e.g., Library becoming part of another division but continuing to have its own representation at senate and CCC. Please contact Escoto, Carolyn Holcroft or Patrick Morriss with any questions or comments.
e. Faculty Teaching & Learning Academy	Speaker: Hilda Fernandez Program is an 8-day summer intensive with a focus on strategic planning, especially targeting the first two weeks of a course. Topics will include syllabus redesign, collaborative strategies, support services. Contact Fernandez if interested.
f. CCC Reps for 2016-17	Escoto requested report-out from divisions, regarding administrators and CCC reps for 2016-17. Please email Escoto and Vanatta.
g. CCC Topics for 2016-17	Please consider the topics you would like CCC to address for 2016-17. Please email Escoto with suggestions—will be discussed and prioritized at next meeting.
3. Consent Calendar	Speaker: Isaac Escoto
a. Stand Alone forms	The following Stand Alone forms were presented: SOSC 1, 2. Courses related to creation of Global Studies ADT. Motion to approve M/S (Armstrong, Starer) Approved. No

	comments
4. New Program Application: Public Health ADT	<p>Speakers: Isaac Escoto & Shirley Treanor First read of new Public Health ADT. Will provide transfer options for students interested in health education, health administration, and public health. Day and Campbell noted high level of student interest in these fields. Creation of just one new course (HLTH 20) necessary for the degree. Question regarding use of CHEM 25 instead of CHEM 30A—Treanor noted that effort was made to use CHEM 30A, but because it does not match C-ID on TMC, it cannot be used. Day noted that most of the receiving schools looking for CHEM 25. Treanor noted that extensive discussion regarding focus of degree was an influence on which courses were selected. Question regarding students applying to other health science programs—would Public Health ADT work for them? Treanor noted that the TMC lists applicable CSU majors. Voting will occur at next meeting; please contact Treanor with any questions.</p>
5. AP Credit Policy check-in	<p>Speakers: Bernie Day & Isaac Escoto Follow-up to work by Articulation Office, regarding review of departments' current AP credit policies. PSME: C S still working with Day. Math approved Articulation Office's proposed change to policy; Chemistry & Physics responded with their own change to policy. Noted question regarding "elective units" and how Foothill should implement, given the effort to be cohesive with policies at UC/CSU. Day noted that these additional units assessed for admission purposes, toward 90-unit total (e.g., student awarded 8 units for Chemistry but course is 5 units—extra 3 units counted toward 90 but not for a specific course). Follow-up question regarding language stating that elective units cannot be used to "meet the minimum" for graduation requirements. Day noted that this language is interpreted differently for transfer students vs. those who begin as Freshmen at four-year schools. BH: Biology responded with their own change to policy—Day noted that their change would allow students using CSU GE or IGETC to apply AP credit, but students using local Foothill GE would not get lab credit. Comment regarding existing differences between Foothill GE and CSU GE/IGETC, e.g., Foothill GE has different lab requirements than CSU GE and IGETC. FA: Still working with Studio Art; other departments approved Articulation Office's proposed change to policy. LA: English approved Articulation Office's proposed change to policy; Foreign Languages initially rejected but are currently revisiting decision. Noted that Spanish wanted to wait until they are able to re-apply for Foothill GE—concerned about ensuring a level playing field for Spanish students. BSS: Departments are discussing but have not yet responded.</p> <p>Day and Escoto can attend department/division meetings, if requested.</p>
6. Academic Adjustments for Students with Disabilities	<p>Speaker: Isaac Escoto Second read of document; no change to draft since first read at previous meeting. Question regarding use of "accommodations" vs. "adjustments"—Counseling noted recent change in Title 5 language. No comments or additional changes.</p> <p>Motion to approve M/S (Starer, Campbell) Approved.</p>
7. Cross-listing Policy	<p>Speaker: Isaac Escoto First read of document that was discussed at previous meeting.</p>

	<p>Comment that cross-listing was discussed during creation of new SOSC courses—draft of policy was shared, which helped to clarify any issues and inform decision to not cross-list. Please share draft with your constituents. Voting will occur at next meeting.</p>
8. Apprenticeship Curriculum Review	<p>Speaker: Isaac Escoto First read of document that was discussed at previous meeting. This has been an ongoing topic of discussion; document meant to support conversation regarding options for representation of Apprenticeship at CCC, with focus on practicality and process. Escoto shared document with senate and will notify of CCC's recommendation once voting occurs. Comment regarding option #2, focused on most important element being direct representation. BSS noted support for option #2 or combination of options #1 & #4. Noted that current structure is similar to option #1—division believes that it doesn't work, as Apprenticeship not focused on curriculum. BSS concerned that division's lack of administrative oversight of Apprenticeship has created frustration when trying to work with faculty. Concern expressed regarding option #2—might not solve problems, and could "silo" Apprenticeship. Comment regarding support for combination of options #1 & #4, and note that CCC reps well-versed in curriculum and will be able to successfully review curriculum.</p> <p>Question regarding number of students in Apprenticeship programs (thousands) and if Foothill can commit to hiring full-time on-campus faculty member. LaManque noted that part-time faculty has been hired but recent personal situation has limited their time at Foothill; additionally, lack of leadership in Apprenticeship department has resulted in current situation not working. LaManque stressed need for stronger connection with Apprenticeship faculty, who are all off-campus. Noted that hiring a full-time position will not solve integration of department within rest of Foothill curriculum. BSS again expressed support for CCC oversight; Apprenticeship invited to BSS CC but do not attend, and BSS feels that their questions are met with resistance. BSS's hope is that oversight from a larger body will net better results. Concern expressed that CCC oversight of Apprenticeship will result in agendas focused on Apprenticeship—CCC is already pressed for time to discuss wide range of topics. LaManque offered suggestion similar to how some other colleges handle this type of situation—CCC schedule one Apprenticeship-specific meeting per quarter. Concern expressed that option #4 goes against current CCC process and structure. Suggestion that part-time position be current Foothill faculty member, to be more connected to CCC. Question regarding difference between use of Technical Review Team (TRT) and option #2—Escoto noted that TRT would not be approving party; would review curriculum and ensure quality. Question regarding who would potentially serve on separate Apprenticeship CC—expressed hesitation to recommend option #2 if unknown who might be involved. Comment that Apprenticeship should be responsible for creating own CC and processes that go with it, as all other divisions have.</p> <p>Please discuss with your colleagues. Voting will occur at next meeting; hope is to have a majority decision to share with senate.</p>
9. Report Out from Division Reps	<p>Speaker: All LIBR: Creating honors version of LIBR 10. PSME: Currently discussing Sunnyvale Center and its impact on division; concern regarding available resources for courses</p>

	<p>being offered. Upcoming search for dean to replace Tam.</p> <p>BSS: Creating honors version of POLI 1; working on Global Studies ADT.</p> <p>FA: Creating honors versions of two MDIA courses.</p> <p>BH: Working on changes to programs related to accreditation requirements; wondering if these types of changes can be fast-tracked through curriculum process. RSPT course will be switching to AHS, due to broad topic—aligns well to other programs in division.</p> <p>CNSL: Creating honors version of Transfer Readiness course.</p> <p>Question regarding June deadline and how divisions' constituents have responded. Vanatta noted that this will be the second year of the earlier deadline; clarified that there were two deadlines during the 2014-15 academic year, but each applied to a separate catalog <i>[note: 12/5/14 deadline for 2015-16 catalog; 6/19/15 deadline for 2016-17 catalog]</i>. Question regarding possibility of accepting curriculum on a rolling basis. Mixed comments from divisions—some reported process going smoothly, while others reported faculty being confused or pushing back when presented with early deadline. Comment that early deadline “lights a fire” to facilitate submissions. Concern expressed that faculty making minor changes to a course take just as long as new courses. Question regarding substantive vs. non-substantive changes <i>[note: CCCCO language is slightly different: “substantial” and “non-substantial”]</i>. Vanatta noted that any change to a COR requires same process, no matter how major or minor; COR must be fully reviewed for Title 5 compliance. Noted that CCCCO process of reviewing changes can take months—new courses tend to be reviewed quicker than substantial changes. Concern expressed regarding implementing a minor change to a COR before COR officially updated (e.g. # of essays required)—adjuncts teaching the course might not know about the change; additionally, those who evaluate the instructor will use current COR to evaluate. Day noted that certain sections of COR (e.g., Methods of Evaluation) offer more flexibility. Concern expressed regarding programs that need to react more quickly to changes in topic being taught (e.g., Allied Health programs). CCC Team will discuss current process; Escoto reminded the group that the deadline change from December to June was discussed at length, and approved by CCC.</p>
10. Good of the Order	
11. Adjournment	3:30 PM

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Hilda Fernandez (English faculty—guest), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), K. Allison Lenkeit Meezan (BSS), Jennifer Sinclair (Mathematics faculty—guest), Paul Starer (Dean, LA), Shirley Treanor (Health faculty—guest), Kristin Tripp-Caldwell (FA)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Eric Kuehn

Proposed Number: MDIA 13

Proposed Units: 4

Proposed Hours: 4 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Video Games & Popular Culture

Proposed Catalog Description & Requisites:

The impact of game design and game technology on popular culture. Topics will include early history including the early hardware and software designers that emerged after World War II, the rise of the video game entrepreneurs and the resulting multi-billion dollar arcade industry, eight generations of home video game console inventors from the Magnavox Odyssey through the present day, the impact of the home computer on video games, the evolution of the handheld game console from early LCD games through the smart phone, online gaming from the first text-based games built by hobbyists through the current massively multi-player online role-playing games, and the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

Proposed Discipline:

History

Music

Commercial Music

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

This course is already a support course for the AA in Music Technology, as MUS 11F.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

Once approved, this course will replace MUS 11F.

Comments & Other Relevant Information for Discussion:

Already approved for FHGE Humanities, as MUS 11F.

Instruction Office:

Date presented at CCC:

Number assigned:

**Foothill College
College Curriculum Committee
New Course Proposal**

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Faculty Author: Bruce Tambling

Proposed Number: MTEC 51C

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours lab

Proposed Transferability: CSU

Proposed Title: Studio Recording III

Proposed Catalog Description & Requisites: Advanced recording studio techniques, concepts and creative elements of professional music production. Advanced microphone techniques and acoustics. Planning and pre-production, studio team work, collaborating with musicians in the role of producer/engineer. Mixing, mastering, post production. Utilize analog and digital audio equipment in professional hybrid workflows and configurations. Successful completion of this class will prepare students for internship or entry level employment position in a recording studio, audio for post facility or mastering facility.

Proposed Discipline: Music, Commercial Music

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Music Technology and satisfies the Foothill GE Requirement for Humanities.

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

AA Music Technology

Comments & Other Relevant Information for Discussion:

Similar class titles are currently offered at many CSU locations.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Bruce Tambling

Proposed Number: MTEC 64A

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours lab

Proposed Transferability: CSU (will also submit for UC)

Proposed Title: AUDIO AND MULTIMEDIA JOURNALISM I

Proposed Catalog Description & Requisites: Introductory course to produce broadcast quality audio journalism, podcasts and multi-media. Interviewing techniques, audio editing, mixing and mastering according to delivery specifications for NPR (National Public Radio) programs and iTunes. How news is gathered, weighed, and disseminated and how historical events have shaped news in the 20th century. Explore how audio multi-media technology and journalism affects personal, intellectual, cultural, and mass communication through examining the historical, social, and ethical implications of new and interactive forms of media. Study equipment required for field recording and synchronizing digital audio with broadcast quality video recorders. Multichannel audio recording techniques for live concerts, reality TV shows and ENG (electronic news gathering) event workflows. Using licensed music and sound effects to enhance audio post production. Develop technical and creative skills required to produce professional quality audio programs and work in the audio broadcast industry.

Proposed Discipline: Music, Commercial Music, Radio Broadcasting, Theater is creating a VoiceOver class (possibly Communication Studies)

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Music Technology.

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

AA Music Technology, Radio Broadcasting

Comments & Other Relevant Information for Discussion:

Similar class titles are currently offered at UC/CSU locations.

<http://multimedia.journalism.berkeley.edu/tutorials/>

<http://multimedia.journalism.berkeley.edu/>

<http://journalism.berkeley.edu/>

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Bruce Tambling

Proposed Number: MTEC 85A

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours lab

Proposed Transferability: CSU (will also submit for UC)

Proposed Title: MUSIC THEORY FOR AUDIO PRODUCERS I

Proposed Catalog Description & Requisites: Introductory course in music theory as applied to audio production, music technology and songwriting. Study elements of music including melody, rhythm, chords and musical forms. Examine how social, political, philosophical, religious and historical artistic developments influenced Western music theory and composition from the times of Pythagoras to the current commercial music industry. Selected listening and analysis of famous composers and award winning producers. Learn to read and conduct orchestral scores. Understand traditional music notation as applied to MIDI sequencers, Digital Audio Workstations (DAWS) like Pro Tools and notation software like Sibelius and Finale. Understand drum and percussion notation to program MIDI sequencer Event Lists, and digital sample libraries. Transcription exercises and the study of contemporary songs from a variety of styles and time periods including Baroque, Classical, Jazz, Rock, Hip Hop, Country, Electronic, World Music and songs chosen by students. Study the Nashville number music notation shorthand system. Develop ability to quickly and effectively recognize chord progressions. Harmonic ear training introduces acoustical science, perfect pitch and relative pitch exercises for audio engineers to make equalization decisions based on key signatures and chord changes.

Proposed Discipline: Music, Commercial Music

Proposed Need/Justification Statement: This course is a restricted support course for the AA degree in Music Technology.

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

AA Music Technology

Comments & Other Relevant Information for Discussion:

Similar class titles are currently offered at 4 year colleges. Paul Davies suggested this new class can also fulfill the prerequisite requirements for MUS 3B.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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.

[illegible]

**Foothill College
College Curriculum Committee
2016-17 Meeting Dates**

Fall Quarter:

October 11
October 25
November 8
November 22
December 6

Winter Quarter:

January 24
February 7
February 21
March 7
March 21

Spring Quarter:

April 25
May 9
May 23
June 6
June 20

All meetings fall on Tuesday and will be held from 2:00 p.m. – 3:30 p.m. in the President's Conference Room.

**Foothill College
Program Application
Associate in Science in Public Health for Transfer Degree**

Item 1. Statement of Program Goals and Objectives

The Associate in Science in Public Health for Transfer degree prepares students for transfer as an upper division student in Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option majors to the California State University system. The Public Health curriculum covers both personal and public health perspectives. The major prepares students to transfer as well as gain the necessary pre-requisites to enter many allied health science programs.

Graduates will be able to:

1. Identify, assess, utilize and articulate credible information resources on personal and public health current issues, such as the Internet, social media, media outlets, and libraries.
2. Effectively communicate strategies or tactics to improve health inequalities, such as advocacy, community organizing, and/or policy change.
3. Obtain a critical understanding and apply knowledge of Personal and Public Health in real life settings from the sub-disciplines of Human Anatomy and Physiology, Statistics, Chemistry, and Psychology.

The Associate in Science in Public Health for Transfer Degree meets the requirements set forth by Education Code section 66746 to prepare students to transfer to California State Universities (CSUs). Students who complete the Associate in Science in Public Health for Transfer Degree will be ensured preferential and seamless transfer status to local CSUs for Public Health majors and majors in related disciplines. The Associate in Science in Public Health 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.

Item 2. Catalog Description

The Associate in Science in Public Health for Transfer degree prepares students for transfer to California State Universities (CSUs). Students who complete the Associate in Science in Public Health for Transfer degree will be ensured preferential transfer status to CSUs for Public Health majors and majors in related disciplines. The Associate in Science in Public Health for Transfer degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to determine the lower division course requirements for specific CSUs. This degree may also provide excellent preparation for other majors.

The major in Public Health prepares students for careers in the health professions, local state and federal agencies, health departments, educational institutions, healthcare organizations and health insurance companies, research organizations, crisis agencies, and many other fields. This degree is designed to prepare graduates for public health and related programs at the bachelor's degree level.

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) Earn a "C" or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Transfer Model Curriculum (TMC) Template for Public Health Science**CCC Major or Area of Emphasis:** Public Health Science**TOP Code:** 1201.00

Template # 2015

Original: 02/01/16

CSU Major(s): Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention and Collaborative Health and Human Services with Community Health option.

Total Units: 30 (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 Science in Public Health Science 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: (27-29 units)						
Personal Health and Wellness (3)	PHS 100	HLTH 21	Contemporary Health Concerns	4	E	
Introduction to Public Health (3)	PHS 101	HLTH 20	Introduction to Public Health	5	D7	4G
Introduction to Statistics (3)	MATH 110	MATH 10	Elementary Statistics	5	B4	2
Introduction to Biology (3) OR Introduction to Biology with Lab (4) (See examples on TMC)	AAM OR AAM	BIOL 10 OR BIOL 1A	General Biology: Basic Principles OR Principles of Cell Biology	5 OR 6	B2; B3 OR B2; B3	5B; 5C OR 5B; 5C

Introduction to Chemistry (4) OR General Chemistry for Science Majors I, with Lab (5)	CHEM 101 OR CHEM 110	CHEM 25 OR CHEM 1A	Fundamentals of Chemistry OR General Chemistry	5 OR 5	B1; B3 OR B1; B3	5A; 5C OR 5A; 5C
Introductory Psychology (3)	PSY 110	PSYC 1	General Psychology	5	D	4
Human Anatomy with Lab (4) AND Human Physiology with Lab (4) OR Human Anatomy and Physiology with Lab (8)	BIOL 110B AND BIOL 120B OR BIOL 115S	BIOL 40A BIOL 40B BIOL 40C	Human Anatomy & Physiology I AND Human Anatomy & Physiology II & Human Anatomy & Physiology III	5 AND 5 AND 5	B2; B3	5B; 5C
LIST A: Select one (3 units)						
Principles of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	D	4
Principles of Macroeconomics (3)	ECON 202	ECON 1A	Principles of Macroeconomics	5	D	4
Introduction to Nutrition Science (3)	NUTR 110	BIOL 45	Introduction to Human Nutrition	4	B2	5B
Introduction to Human Sexuality (3)	PSY 130	PSYC 49	Human Sexuality	4	D	4
Health and Social Justice (3)	PHS 102					
Drugs, Health, and Society (3)	PHS 103					
Introduction to Sociology (3)	SOCI 110	SOC 1 or SOC 1H	Introduction to Sociology OR Honors Introduction to Sociology	5 or 5	D	4
Any course articulated as lower division preparation in the Public Health Science, Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention and Collaborative Health and Human Services with Community Health option major at a CSU.	AAM	ACTG 1A & 1B OR PSYC 40 OR PHYS 2A OR PHYS 2B OR PHYS 12 OR BIOL 41 OR KINS 1	Financial Accounting I & II OR Human Development OR General Physics OR General Physics OR General Physics OR Introduction to Modern Physics OR Microbiology OR Introduction to Kinesiology	5,5 OR 5 OR 5 OR 5 OR 5 OR 6 OR 5	D B1; B3 B1; B3 B1 B2; B3	4 5A; 5C 5A; 5C 5A 5B; 5C
Total Units for the Major:	30	Total Units for the Major:		48-		

			51	
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	33- 34	32
		General Education (CSU-GE or IGETC) Units	39	37
		Elective (CSU Transferable) Units	13- 17	18- 20
		Total Degree Units (maximum)	60	

CSU Programs List

CSUC – B.S.

CSUN – H. Admin

LB – B.S.

SFSU – B.S.

SB – B.S.

Full – B.S.

LA – B.S.

Sac – B.S.

SJSU – B.S.

Fresno – B.S.

DH – B.S.

EB – B.S.

Sonoma – B.S.

SM - Kin B.S.

CCC Major or Area of Emphasis: Public Health Science

CSU Major or Majors: Health Science, Health Science w/ Health Education option, Health Science w/ Public Health option, Health Science w/ Community Health option, Health Science w/ Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology w/ Health Education, Kinesiology w/ Health Science option, Kinesiology w/ Health and Wellness Promotion, Kinesiology w/ Health Promotion and Disease Prevention, and Collaborative Health and Human Services w/ Community Health option.

UC Programs List

Berkeley – Public Health, BA

Irvine - Public Health Policy, B.A. and Public Health Sciences, B.S

Merced - Public Health, B.A.

SanDiego Public Health, B.A.

Completer Projections:

The last data the articulation office received from the CSU indicated we have an average of 11 students transferring to CSU in health related majors. There are a large number of applicants to our Allied Health Programs who need to complete most of the courses required for this degree prior to entry into their selected Allied Health program. It appears there could be many of these applicants that do not get into their respective Allied Health Program who would be able to use their pre-requisite work to complete the requirements of this degree if they take just a couple more courses.

Cross-Listing Course Policy

Foothill College Curriculum Committee

Courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. A rationale for it being necessary to cross-list a course will explain the following (while making evident in the course outline of record):

- How the course fits in the curriculum of each department.
- How course content crosses over two disciplines.
- How cross-listing particular courses will benefit our students.

Where applicable, the initiator will indicate the following:

- Necessary minimum qualifications for faculty in each discipline.
- Shared teaching responsibilities.
- How seat counts will be shared.

In order for successful implementation of cross-listed courses to occur, it is imperative that clear communication takes place between departments/divisions. For this reason, we ask that faculty from both departments/divisions as well as deans from both departments/divisions provide a signature, confirming conversation has taken place regarding the considerations listed above.

General Information and Procedure:

Students may only receive course credit for one of the cross-listed courses. Unless otherwise noted, a cross-listed course will not be open to a student with credit in the course's counterpart in another department/division. This information will be noted on the college catalog, as well as course schedule (e.g., SOC 10: not open to students with credit in PSYC 10).

It is best practice for courses to share the same course number, so as to be clear to students when a course is cross-listed. Cross-listed courses share the same course title, units, hours, course description, transfer and degree status, and general education status.

Cross-listing proposals will be submitted to the curriculum coordinator for inclusion in the following College Curriculum Committee (CCC) meeting agenda. If through prior discussion, an agreement on which department will be the "primary department" for the course has not been reached, this will be determined by the CCC. Final approval of course cross-listing will be determined by the CCC.

~~Cross-listing proposal form will include:~~

~~Date of approval by division CC(s)~~
~~Which courses are to be considered~~
~~Who the initiator is (faculty, department/division)~~
~~Signatures from faculty under both division/departments~~
~~Signatures from deans of both division/departments~~
~~Date when submitted to curriculum coordinator~~

~~Questions we need to figure out:~~

~~When in the year should this be due?~~
~~Should the same instructor teach both classes at the same time in the same place?~~

DRAFT

Curriculum Review Options for Apprenticeship

Foothill College Curriculum Committee, May 15, 2016, **DRAFT FOR DISCUSSION**

Background

The Business and Social Science Division Curriculum Committee has asked that the college examine options for the review of Apprenticeship program curriculum. The Academic Senate has charged the College Curriculum Committee with developing a recommendation. Apprenticeship is a program run jointly with local trade union centers following federal and state rules covering apportionment / funding and instruction. The Apprenticeship program at Foothill College is one of the largest in the state and fulfills our mission to “empower students to achieve their goals as members of the workforce ...”. The program offers several degrees and certificates leading to a Foothill College award.

The BSSCC has shared several concerns, including:

1. The volume of Apprenticeship curriculum creates additional workload for the team as compared to other Division CCs since the number of active Apprenticeship courses is greater than the number of active courses for the rest of the division combined.
2. It seems that Apprenticeship center faculty may be less familiar with our Course Outline of Record (COR) requirements, as the CORs are often submitted with a higher number of errors compared to other curriculum, requiring additional rounds of editing and review.
3. The representatives of the Apprenticeship curriculum are located off site and not always able to attend college meetings. Since BSSCC faculty do not have expertise in the content area, the absence of content experts at meetings often results in the need to spend additional time (when compared to other college curriculum) reviewing the curriculum to determine whether it meets state requirements and Foothill College standards.

It should be noted that BSSCC is not the only division curriculum committee that reviews specialized curriculum involving partnerships with organizations that serve students mostly off campus. Other examples include Fine Arts / LINC, BHS/Fire Science, and Counseling / Transition to work, Home Health Aide.

The College Curriculum Committee discussed the options listed below and recommends Option # _____ be considered for further delineation as the best alternative for addressing the BSSCC concerns at this time.

Options

1. The college forms a **Technical Review Team (TRT)** for Apprenticeship to address #2 and #3 above over the next year and then revisit the options for addressing #1 if needed in spring 2017. The TRT would be made up of faculty from each of the five apprenticeship centers, the apprenticeship senior program director, the apprenticeship non-instructional faculty consultant, the College Curriculum Coordinator, and a college administrator. The TRT would review the curriculum from a technical rather perspective to correct grammatical errors and missing data elements. BSSCC would continue to serve as the curriculum committee (representing college faculty) for apprenticeship courses and programs.
2. Create a separate **Apprenticeship Division Curriculum Committee** with representation from the apprenticeship program (similar to that for the TRC). This committee would have the same authority as other division curriculum committees to recommend approval of courses and programs. Representative faculty from the Apprenticeship Division Curriculum Committee would need to attend CCC meetings and could be given a vote at CCC. Administrative oversight for the curriculum could stay with the Dean of BSS or move to another academic administrator.
3. Create an **Interdisciplinary Division Curriculum Committee**. This committee would be made up of faculty representatives from each of the instructional divisions. The committee could review specialized curriculum including Apprenticeship, LINC, Fire Science, TTW, and other pre-designated curriculum such as interdisciplinary courses / programs, and honors. Representative faculty from the Interdisciplinary Division Curriculum Committee would need to attend CCC meetings and could be given a vote at CCC. Administrative oversight for the curriculum would need to be assigned to an academic administrator.
4. **Designate the College Curriculum Committee (CCC) as providing faculty oversight for Apprenticeship curriculum.** Apprenticeship curriculum could be added as a standing agenda item with one of the Co-Chairs or the College Curriculum Coordinator implementing the decisions of the CCC in the curriculum system. Representatives from the Apprenticeship program could attend CCC meetings. Administrative oversight for the curriculum would need to be assigned to an academic administrator.

College Curriculum Committee

Topic Schedule 2015-16

June 9, 2016

Pending Topics

Topic	Summary	Discussion Schedule	Priority
Department Review of CORs	Is there a global review of all courses by department? In some areas, the pre/coreqs do not align or there is reference to CORs that no longer exist.	2016-17	
Student Preparedness	Discussion regarding how prepared our students are for courses. Do they seem to be prepared enough in English? Math? Mention of requisite recency conversation.	2016-17	
Review local GE area requirements	Many feel that local GE requirements are more rigid than need be, and that this may negatively affect course options per local GE areas. We will revisit GE area requirements.	2016-17	
Curriculum Sheet Approval	What process is used by divisions to approve curriculum sheets?	2016-17	
High School Articulation	Discussion/updates regarding Foothill College high school articulation	2016-17	

Ongoing Topics

Topic	Proposed Action
ADTs	As new TMCs are approved and published, discipline faculty will continue to apply for those degrees for which FH has local programs and/or will develop courses and degree programs as appropriate for our community.
C-ID (State-wide Course Identification Numbering System)	As C-ID descriptors and TMCs continue to be developed, faculty will continue to collaborate in development of standards by which individual courses may be assigned.
Content Review	As courses are updated or new courses created, Content Review will be done for all prerequisites and co-requisites.
District Equivalency	On-going work to identify equivalent courses across our district.

College Curriculum Committee Topic Schedule 2015-16

Completed Items

Topic	Action Taken
Training on baccalaureate degree requirements	Though work is ongoing regarding program details, our group was kept up to date on requirements set by our state academic senate. Developed and approved upper division GE criteria/courses.
Honors Courses	Development of honors courses is ongoing, but CCC discussion supported honors courses being written this year.
Non Credit Training	Resource documents were shared in order for CCC to better understand non-credit courses. CCC discussed non-credit courses it currently offers, and program considerations for the future.
Cross-listing Policy	A policy was created and approved (presumably, as of 6.7.16)
Updated AP Credit Policy	A combination of CCC discussion and articulation office proposals lead to some departments updating their AP credit policy. Some departments chose to not make a change, or would like more information prior to taking action.
Course Numbering	CCC updated the Foothill course numbering system, in order to allow for upper division course work.
Credit for Upper Division Coursework	Approved a policy to allow for granting Foothill credit for upper division coursework from other campuses, by way of petition to discipline faculty.
Policy on Course Currency	Approved a policy related to course deactivation for courses that have not been taught in 4 years.