# Course Identification Numbering System  (C-ID) logo.Transfer Model Curriculum 5-Year Review Summary - Film, Television, and Electronic Media

Please attach a copy of the vetting results for the TMC to the document.

1. Provide a breakdown of the respondents to the survey:
* # of CCC respondents: 26
* # of CSU respondents: 2
* # of UC respondents: 0
* Total responses: 28

**Provide a written summary of the feedback from the survey to the question below:**

1. Provide a response to the survey feedback on the TMC required core. Describe any changes suggested to the CORE of the TMC.

**Overall, the response was favorable for the addition of FTVE 115 Introduction to Screenwriting course in the TMC required core.**

**No additional changes made**

1. Provide a response to the survey feedback on List A of the TMC. Describe any changes to the List A section of the TMC.

**FDRG recommendations:**

* **Maintain the requirement that students must complete one course from List A Audio and one course from List A Video or Film. We believe this provides students with a more well-rounded education to prepare them for transfer to the CSUs**
* **Do not include a separate documentary filmmaking course into List A, because this topic can be included as part of the curriculum for FTVE 130 Beginning Single Camera Production**
1. If applicable, provide a response to the survey feedback on List B of the TMC. Describe any changes to the List B section of the TMC.

 **No changes**

1. 5. If applicable, provide a response to the survey feedback on List C of the TMC. Describe any changes to the List C section of the TMC.

 **FDRG recommendations:**

* **Add Social Media course as an example into List C**
1. Please provide any other comments from the feedback received from the vetting. If applicable, are there notes or other guidance (e.g. example course descriptions) that will be added to the updated TMC?

**FDRG recommendations:**

* **Add culturally-relevant and anti-racist course content and/or objectives into the descriptors of all of the C-ID courses**
1. What are the survey recommendations on how culturally-relevant and anti-racist course content, textbooks, and assessments can be included into the C-ID descriptors and/or TMC? Did the FDRG agree with the recommendations? If not, please explain.

#### The FDRG agreed with and expanded upon the culturally-relevant and anti-racist suggestions made by the respondents by including “race/ethnicity, gender, class, sexual orientation and ability” into the statements

Where in the course descriptors and/or the TMC is evidence of culturally relevant curricular design? If there is no evidence, explain how the FDRG discussed the relevance and inclusion of cultural relevancy.

* **Added culturally-relevant and anti-racist course content into the descriptors of all of the C-ID courses**
1. 8. What Open Educational Resources (OER) were considered for the descriptors? Were any deemed to be appropriate for use with the C-ID descriptors? If not, please provide recommendations for development of appropriate OER in your discipline.

#### There were no OER recommendations made by the respondents, and none were included into the descriptors, because the FDRG group is not aware of any OER for these courses

## Descriptor 5-Year Review Summary

*Please provide a written summary of the FDRG’s recommendations for each of the descriptors in the table below. If there are no changes to the descriptors, you can note this by stating “After a complete review of the descriptor, the FDRG does not propose any changes to the descriptor at this time.”*

| **C-ID Descriptor and Name**  | **Summary of the FDRG 5-Year Review – these changes made on 3/19/21 are in addition to the changes in the 5-year review summary dated 8/22/20** |
| --- | --- |
| **FTVE 100 Introduction to Electronic Media** | * Corrected typo in Course Content #10 (changed “programing” to “programming”)
* Added content: Media representations of race/ethnicity, gender, class, sexual orientation, and ability will be analyzed.  Moved all others down one step.
* Added Objective: Analyzes issues of race, class and gender as represented in both historic and contemporary media.
 |
| **FTVE 105 Introduction to Media Aesthetics and Cinematic Arts** | * Added content: Analyzes representation of race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 110 Introduction to Media Writing** | * Removed “digital” from course objective #2
* Added content: Promotes representation of race/ethnicity, gender, class, sexual orientation, and ability. class and gender as represented in both historic and contemporary media.
 |
| **FTVE 115 Introduction to Screenwriting** | * Added content: Promotes representation of race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 120 Beginning Audio Production**  | * Added content: Analyzes representation of race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 125 Beginning Radio Production**  | * Added content: Promotes content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 130 Beginning Single Camera Production**  | * Added content: Promotes content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 135 Beginning TV Studio Production**  | * Added content: Promotes content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability.
 |
| **FTVE 150 Beginning Motion Picture Production** | * Changed content bullet #3 “such as lens operation, interchangeable lenses…”
* Changed description: "This course provides an introduction to the basic theory, terminology, and practice of motion picture production as applied in feature films, and films made for television and internet through developed skill sets, and teamwork in pre-production, production, and post-production processes."
* Added “basics” to “screenwriting basics” in Content bullet point #1
* Added content: Add content bullet: Promotes content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability.
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