College Curriculum Committee Meeting Agenda
Tuesday, March 16, 2021
2:00 p.m. – 3:30 p.m.
Meeting will be held virtually via ConferZoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Minutes: March 2, 2021	2 min.	Action	#3/16/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		

4. Announcements
    a. New Course Proposal
    b. Curriculum Sheet Deadline for 2021-22
    c. Spring Plenary Resolutions
	5 min.	Information	#3/16/21-2
			
			#3/16/21-3
				CCC Team

5. Consent Calendar a. GE Application	5 min.	Action	#3/16/21-4	Kuehnl
6. Addition to Credit by Examination List: KINS 16A	2 min.	Information		Kuehnl
7. Changes to Course Families: Art Dept. (Fine Arts & Communication)	5 min.	2nd Read/ Action	#3/16/21-5	Kuehnl
8. New Program Application: Cybersecurity CA	10 min.	1st Read	#3/16/21-6	Kuehnl
9. New Program Application: IT Support CA		1st Read	#3/16/21-7	Kuehnl
10. New Program Application: English as a Second Language for College and Careers (High-Intermediate) Noncredit Certificate		1st Read	#3/16/21-8	Kuehnl
11. New Program Application: English as a Second Language for College and Careers (Advanced) Noncredit Certificate		1st Read	#3/16/21-9	Kuehnl
12. Stand Alone Approval Request: R T 70B	2 min.	1st Read	#3/16/21-10	Kuehnl
13. Guided Pathways Mapping Approval Process	45 min.	Discussion		Kuehnl
14. Good of the Order	5 min.			Kuehnl
15. Adjournment				Kuehnl

Times listed are approximate

Consent Calendar:
Foothill General Education (attachment #3/16/21-4)
    Area I—Humanities: KINS 5

Attachments:
  #3/16/21-1 Draft Minutes: March 2, 2021
  #3/16/21-2 New Course Proposal: CHEM 81
  #3/16/21-3 ASCCC Spring 2021 Resolutions Packet
  #3/16/21-5 ART Course Family Updates 2021-22
  #3/16/21-6 New Program Application: Cybersecurity CA

#3/16/21-7 New Program Application: IT Support CA
#3/16/21-8 New Program Application: English as a Second Language for College and Careers (High-Intermediate) Noncredit Certificate
#3/16/21-9 New Program Application: English as a Second Language for College and Careers (Advanced) Noncredit Certificate
#3/16/21-10 Stand Alone Course Approval Request: R T 70B—or view in CourseLeaf

2020-2021 Curriculum Committee Meetings:

Fall 2020 Quarter	Winter 2021 Quarter	Spring 2021 Quarter
~~10/6/20~~	~~1/19/21~~	4/20/21
~~10/20/20~~	~~2/2/21~~	5/4/21
~~11/3/20~~	~~2/16/21~~	5/18/21
~~11/17/20~~	~~3/2/21~~	6/1/21
~~12/1/20~~	3/16/21	6/15/21

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

2020-2021 Curriculum Deadlines:

~~12/1/20~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/20~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/16/21~~	Deadline to submit local GE applications for 2021-22 catalog (Faculty/Divisions).
4/23/21	Curriculum Sheet updates for 2021-22 catalog (Faculty/Divisions).
6/1/21	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/18/21	Deadline to submit all new courses and certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
11/5/21	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Rachelle Campbell (BH), Zachary Cembellin (PSME), Anthony Cervantes (Dean, Enrollment Services), Mark Ferrer (SRC), Owen Flannery (KA), Valerie Fong (Interim Dean—LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean—FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neil (KA), Kathryn Maurer (AS President), Kent McGee (Evaluations), Michelle McNeary (LA), Ché Meneses (FA), Brian Murphy (APPR), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Katy Ripp (KA), Lisa Schultheis (BH), Ram Subramaniam (Dean—BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2020-21

Meeting Date: 3/16/21

Co-Chairs (2)

✔	Eric Kuehnl	7479	Vice President, Academic Senate (tiebreaker vote only) kuehnleric@fhda.edu
✔	Kurt Hueg	7179	Interim Associate Vice-President of Instruction huegkurt@fhda.edu

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	Library	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
	Mark Ferrer		SRC	ferrermark@fhda.edu
✔	Owen Flannery	7213	KA	flanneryowen@fhda.edu
✔	Valerie Fong	7135	Interim Dean—LA	fongvalerie@fhda.edu
✔	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Debbie Lee	7497	Acting Dean—FA, KA	leedebbie@fhda.edu
✔	Laurence Lew	6138	BSS	lewlaurence@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
✔	Ron Painter		PSME	painterron@fhda.edu
✔	Kas Pereira	7319	BSS	pereiracassandra@fhda.edu
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

✔	Priya Vasu		ASFC Rep.	asfc.priyav@gmail.com
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Chris Allen, Anthony Cervantes, Isaac Escoto, Fatima Jinnah, Kristy Lisle, Kathryn Maurer,

Teresa Ong, Ram Subramaniam

College Curriculum Committee
Meeting Minutes
Tuesday, March 2, 2021
2:00 p.m. – 3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: February 16, 2021	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** PSME: No updates to report. Library: No updates to report. Language Arts: Continuing focus on Guided Pathways, collaboration between English and ESLL depts. and possible reactivation of ESLL 26 (ENGL 1A equivalent); division retreat next week around equity. Kinesiology: No updates to report. Fine Arts: No updates to report. Rep requested continuation of seat count discussion. Counseling: No updates to report. BSS: No updates to report. Bio Health: No updates to report. Apprenticeship: No updates to report. SRC: No updates to report. Articulation: No updates to report.
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. Credit for Prior Learning Brown Bag Lunch Series	**Speakers: CCC Team** Gilstrap announced that webinar series begins next week, featuring faculty from across the state covering different topics related to Credit for Prior Learning (CPL): engaging faculty, portfolio review, industry certification, etc. Please share with any faculty interested in learning more about CPL. Ong attended workshop last week with CSU colleagues, who stated they will grant our students credit for any CPL course, including courses on ADTs—need to explore this more. Noted many counselors involved w/ veterans also at workshop. Mentioned interest in a transparent website that lists all Foothill courses that offer CPL. Gilstrap agreed with need to look deeper into transferability of CPL courses.
b. Distance Learning Addendum form—change to Question 5	Bio Health faculty requested minor change to DL Addendum, to allow for selection of DL modality for courses approved only during state of emergency. Change to Question 5 will consolidate two state of emergency responses into a single response, with faculty now prompted to select modalities. Will not affect or invalidate previous form submissions. PSME rep asked for clarification about form's behavior. Lisle noted Smartsheet used for many Office of Instruction forms and suggested could be a good solution—Vanatta noted form will eventually be incorporated into COR in CourseLeaf. Vanatta will update form in Office 365 likely next week and will email the group to confirm updates have been made.

5. Consent Calendar a. GE Applications	**Speaker: Eric Kuehnl** The following GE applications were presented: Area IV—CNSL 3, 3H; Area VI—CNSL 3, 3H; ETHN 51, 52, 53, 55. BSS rep asked about CNSL 3 & 3H, noting courses possibly have overlap with depts. within BSS (e.g., Psychology). Kuehnl clarified that today's discussion and approvals are for Foothill GE, and the courses in general have already been approved. BSS rep asked for guidance on the appropriate avenue for BSS faculty to discuss these courses—Kuehnl believes the appropriate process would be a meeting between the reps from both divisions, the interested faculty from BSS, and the CNSL course authors. Hueg noted the CNSL courses intended to be added to the Social Justice Studies ADT and agreed that CCC needs to determine a better way to foster cross-division discussion. PSME rep noted this was one reason for the creation of the New Course Proposal form, to allow for transparency across campus. Fong added that the onus is somewhat placed on the dept. that houses an existing course to initiate discussion, as opposed to the faculty developing new course, which seems somewhat backwards and should ideally be a two-way discussion. Vanatta addressed concerns about adding new courses to ADTs, noting she meets with Gilstrap in spring to discuss requests for new courses to be added to ADTs, and she or Gilstrap then notifies faculty contact person for ADT to inform them of possible additions; courses are not added without faculty notification. Language Arts rep mentioned that content on CNSL 3 & 3H appears more related to student's own personal development in connection with content that might overlap with other depts., rather than duplication of content from those depts.' courses. D. Lee agreed, adding that it can be difficult for faculty developing courses to anticipate that other depts. may believe there is content overlap. Kuehnl noted Academic Senate currently modifying its bylaws, and soon CCC is going to be asked to draft its own bylaws—could be a chance for clarification, related to balance between independence of division CCs and purview of college-wide CCC. Counseling rep responded to BSS rep's concerns, noting that CNSL 3 & 3H faculty author also working on ETHN courses. Rep noted author has spoken with faculty in other depts. (rep unsure of which depts.). Author also teaches classes in Psychology dept. Kuehnl directed discussion back to the task at hand, of GE approvals—no further comments from group. Kuehnl believes upcoming bylaws discussion will help to address wider concerns around cross-division discussion. Motion to approve **M/S** (Armerding, Venkataraman). **Approved.**
6. New Program Application: Education Technology Specialist CA	**Speaker: Eric Kuehnl** Second read of new Education Technology Specialist Certificate of Achievement. No comments. *See item 8 for motion/approval details.*
7. New Program Application: Emerging Educational Technology Leadership CA	**Speaker: Eric Kuehnl** Second read of new Emerging Educational Technology Leadership Certificate of Achievement. No comments. *See item 8 for motion/approval details.*
8. New Program Application: STEAM Instructional Leadership CA	**Speaker: Eric Kuehnl** Second read of new STEAM Instructional Leadership Certificate of Achievement. Language Arts rep asked how arts aspect will be incorporated into STEAM—BSS rep explained that KCI has already offered a number of programs and has found art to be an essential piece. Looking

	for participants in art fields (e.g., art teachers) to collaborate with others to build cross-curricular instructional programs. Group agreed to vote on items 6-8 as one motion. Motion to approve items 6-8 **M/S** (Venkataraman, Jackson Sandoval). **Approved.**
9. Stand Alone Approval Request: APPT 198	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for APPT 198. No comments. Motion to approve **M/S** (Venkataraman, Meneses). **Approved.**
10. Changes to Course Families: Art Dept. (Fine Arts & Communication)	**Speaker: Eric Kuehnl** First read of changes to course families for Art dept. courses, for 2021-22 catalog. Fine Arts rep explained changes, noting rep was in group that created original families in 2012. Recently, Art dept. faculty from Foothill and De Anza met to discuss minor change to families, which expanded into larger discussion of all their families. Worked collaboratively to draft list of changes. Intent is to enable students to develop qualified portfolios to use for transfer purposes—for art majors at many schools, incl. CSUs and UCs, grades are not enough and must submit portfolio (highly competitive). Since families were introduced in 2012, students have not been able to produce portfolios that are as high quality. Art dept. planning to create new certificates in painting and ceramics—De Anza already offers such certificates, and Foothill wants to remain competitive. PSME rep asked if possible to offer portfolio development course—Art dept. already offers such a course, but it is more about creating the portfolio, rather than the artwork. A single course would not be sufficient to create a full portfolio; individual art courses are necessary. Other PSME rep recalled that originally CCCCO mandated course families due to concerns that some students were retaking courses many times, and colleges had to be careful to not create too many different families. Asked Hueg if anything has changed, re: CCCCO's thoughts around families—Hueg recently did some research on this topic, noting that families originally implemented as part of wider changes in repeatability laws, and colleges were indeed told to be conservative when creating families. Hueg has discussed changes with Art dept. faculty and reviewed examples from other colleges—found a mix of colleges offering smaller families and larger families, with a trend toward more liberal approach. Doesn't believe CCCCO is currently hyper-focused on course families and has not heard of any audits, but noted this doesn't mean an audit can't occur. Course families are faculty purview, and Hueg believes changes are within the realm of what is reasonable, when compared to other colleges. Ong asked about limit within a family—student may take 6 courses (at a quarter college; 4 at a semester college). Ong asked for more information re: splitting ceramics family—Fine Arts rep explained that the histories, methodologies, and tools can be very different for different types of ceramics (e.g., handbuilding vs. wheel throwing). Current family structure prohibiting students from exploring these different methods of art making. Kuehnl noted that De Anza CCC also discussing/approving changes, as families are shared across the district. Second read and possible action will occur at next meeting.
11. Two COR Deadlines for 2022-23	**Speaker: Mary Vanatta** Continuing discussion from previous meeting, regarding proposal to set two separate deadlines for CORs for the 2022-23 catalog. First deadline on June 18—would apply to all new courses, and major changes to transferable courses: units, prereqs/coreqs, significant changes to course objectives and/or content. Second deadline on Nov. 5th—would apply to

	Title 5 updates, minor changes to transferable courses, all changes to non-transferable courses (incl. noncredit and Apprenticeship), and Foothill GE applications. Reps were asked to share proposal with their constituents and return with feedback, so that a decision can be made.
	Fine Arts rep shared details of their division CC discussion: many faculty felt it might be a little confusing but also easier for workflow; faculty asked for clear communication if we have two deadlines. Recalled that annual COR deadline used to be in Dec., which was tough for faculty doing program review; hopes Nov. deadline will not cause similar difficulties. Vanatta agreed with concern for confusion and asked group for any suggestions in brainstorming how to clearly communicate different deadlines to faculty. Noted that Nov. 5th deadline is open to discussion, if group would like to change the date—no suggestions. PSME rep noted their division fine with two deadlines and added that this would not prohibit faculty from submitting CORs early. Kuehnl asked the group if anyone against setting the two deadlines as proposed—no comments. Vanatta will announce in the CCC Communiqué and include specifics on the CCC website; asked reps to email her with any suggestions for additional ways to communicate info to faculty.
12. Good of the Order	Language Arts rep mentioned that applications for Research and Service Leadership Symposium due March 19th—please share with your students; any type of research project is eligible. Fine Arts rep mentioned this is OER week—would like to hear from colleagues regarding their OER offerings.
13. Adjournment	**3:18 PM**

Attendees: Micaela Agyare (LIBR), Chris Allen (Dean, APPR), Ben Armerding (LA), Zach Cembellin (PSME), Mark Ferrer (SRC), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Debbie Lee (Acting Dean, FA & KA), Laurence Lew (BSS), Kristy Lisle (VP Instruction), Don Mac Neal (KA), Ché Meneses (FA), Teresa Ong (AVP Workforce), Ron Painter (PSME), Kas Pereira (BSS), Ram Subramaniam (Dean, BH & PSME), Mary Vanatta (Curriculum Coordinator), Priya Vasu (ASFC), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

Date Submitted: 03/04/21 2:29 pm

Viewing: **CHEM F081. : LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE**

Last edit: 03/04/21 2:29 pm

Changes proposed by: Zachary Cembellin (11250908)

In Workflow

1. **1PS Curriculum Rep**
2. **Curriculum Coordinator**
3. **Activation**

Approval Path

1. 03/04/21 2:31 pm Zachary Cembellin (cembellinzachary) Approved for 1PS Curriculum Rep
2. 03/05/21 9:33 am Mary Vanatta (vanattamary): Approved for Curriculum Coordinator

Course Proposal Form

Faculty Author	Ron Painter

Effective Term	Summer 2022		
Subject	Chemistry (CHEM)	Course Number	F081.
Department	Chemistry (CHEM)		
Division	Physical Sciences, Mathematics & Engineering (1PS)		
Units	4		
Hours	4		
Course Title	LEARNERS ENGAGED IN ADVOCATING FOR DIVERSITY IN SCIENCE		
Short Title	LEADERS-DIVERSITY IN SCIENCE		

Proposed Transferability	CSU Only
Proposed Description and Requisites:	This course is intended for students interested in equity, diversity, and inclusion in the sciences. Students will explore research on inclusion and diversity in STEM and health science, as well as research on interventions to enhance inclusion and diversity in those fields in higher education contexts. Students will reflect on how their own identities have impacted their experiences in science and develop strategies to promote equity in their future STEM or health science careers. Through service learning, students will co-author culturally relevant curricular materials that will expand faculty capacity to connect students' personal lives to course content. Materials developed by students will be used and assessed in STEM and/or health science courses at Foothill College, local middle schools, and/or local high schools, and will be made available for a nationwide audience of teachers and professors.
Proposed Discipline	Chemistry

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

> Certificate of Achievement in Bio-Health Diversity and Inclusion Leadership

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

> No

Comments & Other Relevant Information for Discussion:

> This course will be cross-listed with BIOL 81.

Reviewer Comments

Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

56th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION AT AREA MEETINGS
March 26 and 27, 2021

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, College of San Mateo, Area B
David Morse, Long Beach City College, Area D

SPRING 2021 VIRTUAL RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- The resolutions are debated and voted upon in the general sessions on the last day of the Plenary Session by the delegates.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click here)
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning during the first breakout session.

CONSENT CALENDAR

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position, and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted at Area Meetings are marked with a +.
Resolutions and amendments submitted during open comment period are marked with a #.

TABLE OF CONTENTS

3.0 DIVERSITY AND EQUITY

*3.01   S21 Include Cultural Competence in Faculty Evaluations
Whereas, The California Community Colleges Chancellor's Office *EEO & Diversity Best Practices Handbook* calls for the incorporation of diversity considerations in the criteria for employee evaluation and tenure review, and other voices, such as the 2020 Student Senate for California Community Colleges' *DEI/Anti-Racism Plan* and the California Community Colleges *Vision for Success Diversity, Equity, and Inclusion Integration Plan*, echo this call by proposing the inclusion of cultural competency and diversity-focused criteria in faculty evaluations;

Whereas, While processes and criteria for faculty evaluations are normally included in local bargaining agreements and thus fall directly under the purview of faculty unions, evaluations are also connected to professional development policies and therefore fall under the purview of academic senates under Title 5 §53200, and this connection is further established by Education Code §§87610.1(a) and 87663 (f), which require that faculty bargaining agents consult with their academic senates regarding the negotiation of evaluation processes;

Whereas, Because of the diverse nature of communities, student populations, and local needs throughout the California Community Colleges system, any guidance or requirement regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations should be broad enough to allow for local implementation and respect for local processes while still remaining meaningful and effective; and

Whereas, Because faculty evaluations are an aspect of academic senate purview, and because the Academic Senate for California Community Colleges has expressed its commitment to cultivating and promoting cultural competence in all aspects of faculty work, faculty should be leaders in any discussion and development of guidance or potential regulatory or statutory requirements regarding the inclusion of cultural competence and diversity-focused criteria in faculty evaluations;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to collaborate with their union counterparts to explore the negotiation of cultural competence and diversity-focused criteria into faculty evaluation processes; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, state-level faculty union leaders, and other system partners to explore the development of Title 5 regulatory language that would address the inclusion of cultural competence and diversity-focused criteria in faculty evaluation processes in ways that are meaningful yet respectful of local governance and negotiation processes.

Contact: Sharon Sampson, Standards and Practices Committee

*3.02   S21 Establishing Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison

Whereas, The California Community College system has prioritized Inclusion, Diversity, Equity and Anti-racism (IDEA) work including through the CCCCO Call to Action, the DEI Task Force Recommendations and the Vision for success goals to eliminate equity gaps;

Whereas, Local academic senates have an integral role in advancing Inclusion Diversity, Equity and Anti-racism through academic and professional matters;

Whereas, Information related to Inclusion Diversity, Equity and Anti-racism may not always be disseminated to all faculty at local colleges and district and therefore all faculty will benefit from the creation of and Local Inclusion, Diversity, Equity and Anti-racism (IDEA) Liaison to act as a conduit between the Academic Senate for Community Colleges (ASCCC) and local faculty; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a faculty member to act as a liaison to facilitate communication among local faculty, the local senate and the Academic Senate for California Community Colleges.

Contact: Howard Eskew, Relations with Local Senates Committee

5.0 BUDGET AND FINANCE

*5.01   S21 Support for Additional Guided Pathways Funding

Whereas, The California Community Colleges system in 2018 took a systemic approach to institutional redesign through the implementation of a guided pathways framework that was supported by a $150 Million California Community Colleges Guided Pathways Grant [Award] Program;

Whereas, California community colleges have locally implemented guided pathways elements such as success teams, program maps, curricular redesign and holistic student support that require structural and policy augmentation to make available the resources and personnel needed to focus on the whole student, meeting the students "where they are";

Whereas, The Academic Senate for California Community Colleges has been integral in supporting guided pathways efforts around the areas of academic and professional matters, including curriculum, professional development, educational programs, program review, and student preparation and success; and

Whereas, The development and implementation of a guided pathways framework necessitates systemic change that requires at least ten years for full sustainability, which allows for inquiry, implementation, assessment, and evaluation;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for continuing funding for colleges to support the guided pathways framework for an additional five years in order to allow colleges to continue to implement the framework and time to plan for long term sustainability; and

Resolved, That the Academic Senate for California Community Colleges continue to take a strong role in supporting local colleges and academic senates in the design, implementation, and evaluation of guided pathways frameworks and advocate for identified funding to continue its leadership role.

Contact: Jeffrey Hernandez, Guided Pathways Task Force

6.0 STATE AND LEGISLATIVE ISSUES

*6.01   S21 Revisiting the 50% Law and the FON

Whereas, California Education Code §84362, also known as the 50% Law, designates a minimum of 50% of a college's general fund budget for direct instruction, but the current definition of instruction under the 50% law does not include support faculty such as counselors, librarians, tutorial coordinators, and any other faculty not actively in a classroom, and thus the 50% law becomes a fiscal and structural barrier to student support;

Whereas, The faculty obligation number, colloquially called the FON, sets a minimum number of full-time faculty to be employed by each college, but the FON is based on an antiquated formula and does not recognize some essential faculty groups such as noncredit faculty;

Whereas, In 2016 a workgroup of stakeholders[1], consisting of both faculty and administrators, commissioned by the California Community Colleges Chancellor's Office came together to explore issues with the 50% Law and the FON and presented recommendations for revisions titled "The 50% Law and the Faculty Obligation Number: A Proposal," finding that instructional practices have changed and have become a shared activity between instruction and support with an increasing focus on services that actively support student success, and that proposal was updated in 2019 with "The 50% Law and the Faculty Obligation Number: An Updated Proposal"[2]; and

Whereas, The workgroup affirmed the essential role of the 50% Law but called for a redefinition of the expenses considered to be instructional in nature to include costs that directly impact "instruction and learning," including the following:

- faculty working outside of the classroom but playing a directive role in the education of students;
- faculty who provide educational services directly to students;
- governance activities that directly impact the education of students; and

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[1] https://www.asccc.org/content/50-law-and-faculty-obligation-number-proposal
[2] The 50% law and the Faculty Obligation Number: An Updated Proposal

- professional activities that pertain to curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revisit the recommendations from the 2016 "The 50% Law and the Faculty Obligation Number: A Proposal" and the 2019 update and advocate for revisions of Education Code §84362, also called the 50% Law, and the faculty obligation number while ensuring that all relevant faculty voices are included in the revision efforts.

Contact: David Morse, Resolutions Committee

*6.02   S21 Support AB 417 (McCarty, 2021) as of March 8, 2021
Whereas, Current and formerly incarcerated students face significant barriers in pursuing their educational goals, especially in higher education, due to restricted access to educational opportunities, instruction, materials, and services stemming from legal policies and financial limitations; and

Whereas, The Academic Senate for California Community Colleges has numerous positions supporting the provision of equitable educational opportunities and support services for current and formerly incarcerated students[3];and

Whereas, The Academic Senate for California Community Colleges has long supported providing educational opportunities and services to current and formerly incarcerated students as demonstrated by these resolutions: F19 3.06, S17 5.01, S17 7.02, S17 17.02 as well as numerous Rostrum articles and presentations at ASCCC events.

Resolved, That the Academic Senate for California Community Colleges support AB 417 (McCarty, 2021) – *Rising Scholars Network: justice-involved students[4]* as of March 8, 2021.

Contact: Adrienne C. Brown, Legislative and Advocacy Committee

*6.03   S21 Support AB 421 (Ward, 2021) as of March 8, 2021
Whereas, The Academic Senate for California Community Colleges (ASCCC) recommends in the position paper *Noncredit Instruction: Opportunity and Challenge[5]* that the ASCCC should work with the California Community Colleges Chancellor's Office to revise regulations and *the Student Attendance Accounting Manual* to provide noncredit attendance accounting options in addition to positive attendance in a manner similar to those available for credit courses;

Whereas, AB 1727 (Weber, 2019), which was vetoed on October 19, 2019 due to funding concerns and reintroduced as AB 421 (Ward, 2021) on March 8, 2021, would create

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[3] Resolutions: F19 3.06, S17 5.01, S17 7.02, S17 17.02
[4] AB 417 (McCarty, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB417
[5] See Recommendations to the Board of Governors: https://www.asccc.org/papers/noncredit-instruction-opportunity-and-challenge-0

parity between the funding methods for credit and noncredit courses that already have parity in enrollment and scheduling[6]; and

Whereas, The ASCCC has numerous positions supporting the equalization of noncredit funding and curriculum with that of credit curriculum[7];

Resolved, That the Academic Senate for California Community Colleges support AB 421 Career Development and College Preparation Courses (Ward, 2021)[8] as of February 16, 2021.

Contact: Christopher Howerton, Legislative and Advocacy Committee

8.0 COUNSELING

*8.01   S21 Counseling Faculty, Student Success, and Transfer

Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on their educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community Colleges Chancellor's Office *Vision for Success*[9], which is vital to ensuring that students are able to meet their goals;

Whereas, Librarians, faculty coordinators, and other faculty who work outside of classroom instruction likewise play essential roles in promoting student success and helping students to achieve their goals;

Whereas, During times of economic recession, programs such as counseling and support services often experience heavy decreases in funding because they are not considered instructional programs under California Education Code §84362, also known as the 50% Law: and

Whereas, Goal 2 in the California Community Colleges Chancellor's Office *Vision for Success*[10] is to "Over 5 years, increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU," and counselors and other non-classroom faculty are fundamental to supporting student transfer;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to advocate for necessary funding to support the hiring of full-time counselors and other student support faculty to meet recommended educational standards for student to counselor ratios; and

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[6] ASCCC Rostrum article, *Changes Ahead for Noncredit?,* C. Rutan
[7] Resolutions: F20 13.02, S19 9.02, F18 9.02
[8] AB 421 (Ward, 2021): https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB421
[9] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf
[10] https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web_2019.pdf

Resolved, That the Academic Senate for California Community Colleges advocate and provide support for local academic senates to sustain and increase faculty counseling positions to meet student needs.

Contact: David Morse, Resolutions Committee

9.0 CURRICULUM

*9.01   S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements
Whereas, The passage of AB1460 (Weber 2019), which has driven the California State University to create an "Area F" in Ethnic Studies that can be fulfilled with the completion of a "lower-level" course, will have a significant impact on all 116 California community colleges in that students may fulfill this requirement through transferable courses from ethnic studies disciplines;

Whereas, The California State University has made clear that courses used to fulfill this requirement must align with the core competencies for ethnic studies as delineated by the CSU system, and for the CCCs this alignment is best achieved by offering courses through established ethnic studies programs with ethnic studies prefixes;

Whereas, Less than half of the 116 colleges in the California Community Colleges system currently have ethnic studies programs or offer courses with ethnic studies prefixes, leading to an overall sense of unpreparedness and confusion over which and how courses from the CCCs will serve to fulfill this new requirement; and

Whereas, Because of the Academic Senate for California Community Colleges' leadership position as a statewide voice for faculty and senates and its focus on representing the faculty voice and making recommendations on statewide matters, the ASCCC can help to provide direction as the CCCs prepare for this new requirement;

Resolved, That the Academic Senate for California Community Colleges work with our stakeholder groups to develop and make available a set of resources for local academic senates to assist in establishing ethnic studies-based programs (including African American, Latinx/Chicanx, Asian, Pacific Islander and Native American Studies) and prefixes at their respective colleges in order to facilitate the transfer and articulation process between the California Community Colleges, and California State University, in regard to the new ethnic studies requirements.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

*9.02   S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies
Whereas, California Community Colleges are modifying and developing curriculum to address AB 1460 in accordance with the CSU definition of Ethnic Studies and to

maximize and frame curriculum for student success through an equity-minded lens in support of the Chancellor's Vision for Success and Call to Action;

Whereas, California Community Colleges have developed different, local approaches to ethnic studies and cultural awareness curriculum that include elements found in the CSU definition of Ethnic Studies as well as elements intended to keep the fidelity and integrity of the well-established Ethnic Studies discipline in community colleges; and

Whereas, California Community Colleges need further guidance to develop local Ethnic Studies courses in such a way to support students to meet both transfer and local degree requirements and to matriculate students who demonstrate awareness of and appreciation of the diversity of cultural works, practices, and beliefs leading to ethical, responsible, and equity-minded participation in society;

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials that help colleges ensure proper course requirements and alignment for California community college courses proposed to meet the CSU General Education Breadth Area F Ethnic Studies; and

Resolved, That the Academic Senate for California Community Colleges work with Ethnic Studies faculty and faculty from related disciplines to develop a rubric and other professional development materials to provide guidance regarding curriculum elements, such as core competencies and learning outcomes, for community colleges who wish to establish a local ethnic studies or cultural awareness competency for their local associate degree that aligns student educational outcomes with legislation and regulation.

Contact: Randy Beach, Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S21 Disciplines List—Film and Media Studies
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following revision of the film and media studies discipline:

> Master's degree in Film/Cinema and Media Studies, Film, Television, and Media Studies, Drama/Theater, Mass Communication
>
> OR
>
> Bachelor's degree in any of the above
>
> AND

Master's degree in Visual Studies, Media Studies, English, or Communication

OR

the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for film and media studies.

Contact: Sharon Sampson, Standards & Practices Committee

*10.02 S21 Disciplines List—Digital Fabrication Technology
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known as the Disciplines List, supported the following addition of the digital fabrication technology discipline:

2 years professional experience

AND

Any bachelor's degree or higher

OR

6 years of professional experience

AND

Any associate's degree; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the Disciplines List Revision Handbook was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for digital fabrication technology.

Contact: Angela Echeverri, Standards & Practices Committee

11.0 TECHNOLOGY

*11.01 S21 Urge the Release of Distance Education Guidelines and Related Compendium of Effective Distance Education Practices
Whereas, The version of the Distance Education Guidelines currently in use was approved in 2008, and for at least the last four years, the Chancellor's Office Distance Education and Educational Technology Advisory Committee (DEETAC), composed of stakeholders including representatives of the Academic Senate for California Community Colleges (ASCCC), California Community Colleges Distance Education Coordinators (CCCDECO), Chief Instructional Officers CCCCIO), and Chief Executive Officers (CCCCEO), has updated the guidelines with the intent of releasing said updates to the field, and, as evidenced by Resolution 9.06 (Spring 2019) calling on ASCCC to endorse draft Distance Education (DE) definitions in the DE Guidelines and partner with the Chancellor's Office and partner organizations to disseminate the definitions, expected a timely release of the Guidelines;

Whereas, In fall of 2019 DEETAC was charged by the Chancellor's Office with updating the DE Guidelines by removing any effective practices that were not mandated in Title 5; and this update, along with the creation of a compendium of effective practices, was completed by a DEETAC workgroup composed of multiple constituencies in September 2020.

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) relies only on the federal definitions of distance education for their standards and policies, and while California Community Colleges may be in compliance with the Title 5 requirements, they may not be in compliance with the federal regulations and ACCJC requirements, necessitating the DE Guidelines be a document providing guidance on state- and Federal-related DE statutes; and

Whereas, The Academic Senate for California Community Colleges provides assistance to local academic senates and curriculum committees to support colleges in maintaining compliance with all state, accreditation, and federal distance education requirements.

Resolved, That Academic Senate for California Community Colleges urge the Chancellor's Office to release the Distance Education Guidelines and related Compendium of Effective Distance Education Practices and, if necessary, pursue opportunities to release the Compendium to the field if a timely release will not happen any other way.

Contact: ASCCC Executive Committee

12.0 FACULTY DEVELOPMENT

*12.01 S21 Approve the Paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*[11]

Whereas, Resolution 19.02 F12 directed the Academic Senate for California Community Colleges to update the 2000 paper *Faculty Development: A Senate Issue* in order to support local senates and help faculty respond to an ever changing educational and economic climate.

Resolved, That the Academic Senate for California Community colleges adopt and disseminate broadly the paper *Going Beyond Development: Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*.

Contact: Darcie McClelland, Educational Policies Committee

18.0 MATRICULATION

*18.01 S21 Ensuring Transparency and Input in Improvements to CCC Apply

Whereas, In 2011-2012, as a means of improving the application process for California's community colleges, the CCC Chancellor's Office, in conjunction with the CCC Tech Centers, launched CCC Apply in order to establish a common online application;

Whereas, Since its launch, CCC Apply has helped over ten million students apply for admission to one of the CCCs 116 community colleges, showing that this software has a strong demand and can help prospective students overcome challenges in completing the application process;

Whereas, Various issues have arisen since the launch of CCC Apply that have led to changes as well as legislation AB3101(Carrillo, 2018) to improve CCC Apply; and

Whereas, Faculty often work with students to help them complete their online applications through CCC Apply and thus have a wealth of experience that can be utilized to improve the system:

Resolved, That the Academic Senate for California Community Colleges request consistent updates from the California Community Colleges Chancellor's Office as technical changes are made to CCC Apply and communicate those updates during Area meetings; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to collect and consider data and

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[11]https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view?usp=sharing

information from faculty regarding issues related to CCC Apply while the process of improvement is ongoing.

Contact: Ted Blake, Transfer, Articulation, and Student Services Committee

20.0 STUDENTS

*20.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment

Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles[12] and presentations;

Whereas, A 2019 report by the Gay and Lesbian Straight Education Network (GLSEN), a nationally recognized resource for collecting data on school climate for LGBTQ+ students, revealed that 6 out of 10 LGBTQ+ students felt unsafe at school because of their sexual orientation and 4 out of 10 because of their gender expression[13];

Whereas, The GLSEN survey further stated that students were less likely to experience anti LGBTQ+ discrimination in their schools if they were allowed to use the name and or pronoun of their choice[14]; and

Whereas, The Academic Senate for California Community Colleges approved a resolution in 2019 that urges local academic senates to request their colleges enable the Canvas name preferred option for students, but the resolution does not cover classroom rosters or other digital environments[15];

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their colleges and districts to enable preferred names and pronouns in all campus and digital environments; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive and supportive campuses for all students.

Contact: ASCCC Executive Committee

21.0 CAREER TECHNICAL EDUCATION

*21.01 S21 Collaborate with Regional Consortia

Whereas, The California Community Colleges' career technical education (CTE) mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions, and each of these regional consortia exists as a separate entity operating under a separate grant with its own operating bylaws and practices;

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[12] https://www.asccc.org/content/lgbt-campus-climate-survey-%E2%80%93-eye-opening-experience
[13] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf
[14] https://www.glsen.org/sites/default/files/2020-11/NSCS19-111820.pdf
[15] https://www.asccc.org/resolutions/enable-canvas-name-preference-option

Whereas, The California community colleges' career technical education mission and programs are closely connected to industry and are supported by the sector and regional directors; and

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building among key stakeholders, including faculty, other public agency representatives and business and industry representatives, but the consistency of faculty representative consultation and input varies across the regions;

Resolved, That the Academic Senate for California Community Colleges collaborate with the regional consortia and the state and regional directors to empower and engage regional faculty leaders by working with the faculty leaders on regional boards, providing professional learning for CTE faculty, sharing and developing new and emerging curriculum, and discussing how to streamline curriculum processes to move at the speed of industry and business so that students can be prepared for the jobs of tomorrow.

Contact: Christy Coobatis, Career and Technical Education Leadership Committee

Course Number & Title: KINS 5 Sports & Cinema

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Course Number & Title: KINS 5 Sports & Cinema

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: <u>Must</u> include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Course Description:
Examination of how the cultural, political, psychological and historical dimensions of sport and other forms of movement are illustrated and portrayed in feature films and documentaries. Representations of identity, power, performance, social justice, and the body are also analyzed within the art form.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

STUDENT LEARNING OUTCOME(S) (SLO'S):
Upon successful completion of this course, a student will meet the following outcomes:
   A. Recognize popular representation of various aspects of Kinesiology in film
   B. Apply theoretical strategies to critically analyze sport/movement and popular discourse about sport and movement
   C. Describe how films help construct, maintain, and challenge key aspects of sport and movement culture
   D. Cite examples of the ways sport films both reproduce and challenge dominant ideology about race, class, ethnicity, ability and gender

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

STUDENT LEARNING OUTCOME(S) (SLO'S):
Upon successful completion of this course, a student will meet the following outcomes:
   A. Cite examples of the ways sport films both reproduce and challenge dominant ideology about race, class, ethnicity, ability and gender

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, a student will be able to:
   A. Explain the psychological, social, and cultural contexts in which physical activity occurs
   B. Understand the roles of social class, race, gender and culture in the decision to engage in sport activity
   C. Identify the meanings of participatory behavior in activity
   D. Identify the various psycho-social factors that limit engagement in sport, exercise, recreation, and other physical activity settings
   E. Describe the historical roots of contemporary issues within the profession and its academic study

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Catalog Description:
Examination of how the cultural, political, psychological and historical dimensions of sport and other forms of movement are portrayed in feature films and documentaries. Representations of identity, power, performance, social justice, and the body are also analyzed.

STUDENT LEARNING OUTCOME(S) (SLO'S):
Upon successful completion of this course, a student will meet the following outcomes:
    A. Describe how films help construct, maintain, and challenge key aspects of sport and movement culture
    B. Cite examples of the ways sport films both reproduce and challenge dominant ideology about race, class, ethnicity, ability and gender

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, a student will be able to:
    A. Explain the psychological, social, and cultural contexts in which physical activity occurs
    B. Understand the roles of social class, race, gender and culture in the decision to engage in sport activity
    C. Identify the meanings of participatory behavior in activity
    D. Identify the various psycho-social factors that limit engagement in sport, exercise, recreation, and other physical activity settings
    E. Describe the historical roots of contemporary issues within the profession and its academic study

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:
Writing Assignments:
Representative written assignments:
Participation on online Discussion Board
Responses to questions covering topics in particular films and continuing written dialogue with classmates.
Papers on topics for assigned films.
Paper on a film other than one assigned in the course.
Essays on film content
Reading Assignments:
Representative reading assignments:
Approximately 50-100 pages of scholarly articles on various course topics

COURSE CONTENT:
    1) Film analysis vocabulary
        a) Metaphor
        b) Theme
        c) Foreshadowing
        d) Narrative
        e) Cause and effect
        f) Plot and subplot
        g) Story
        h) Protagonist and antagonist
        i) Point of view
        j) Symbolism
    2) Theoretical strategies for critically analyzing sport and movement
        a) Recognizing themes within film
        b) The use of metaphors/symbolism in sport films
        c) Describing plot and subplot
        d) Understanding the representation of Kinesiology in film
        e) Comparing and contrasting common ideology surrounding sport- gender, class, race, ability,

disability, culture
3)   How film describes, defines and challenges key aspects of sport and movement
    a)   Qualitative analysis of movement depicted on film
    b)   Popular discourse about sport and movement
4)   The portrayal of ethnicity, culture, class, race and underserved communities in film
    a)   Sport films and gender identification/gender barriers
    b)   Sport films and politics
    c)   Psychological aspects depicted in sport films
    d)   Historical roots and dimensions of sport on film
    e)   Psycho-social factors that limit sport and movement participation
    f)   Racial bias in sport and in society
    g)   Class and power struggles
    h)   Overcoming disabilities to excel in sport

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least two</u> of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, a student will be able to:
    A. Explain how sports and movement are generally portrayed in film.
    B. Effectively use basic methods for analyzing film.
    C. Examine movement in a variety of contexts

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Catalog Description:
Examination of how the cultural, political, psychological and historical dimensions of sport and other forms of movement are portrayed in feature films and documentaries. Representations of identity, power, performance, social justice, and the body are also analyzed.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, a student will be able to:
    A. Explain the psychological, social, and cultural contexts in which physical activity occurs
    B. Understand the roles of social class, race, gender and culture in the decision to engage in sport activity
    C. Identify the meanings of participatory behavior in activity
    D. Analyze qualitatively movement in a variety of contexts
    E. Identify the various psycho-social factors that limit engagement in sport, exercise, recreation, and other physical activity settings
    F. Describe the historical roots of contemporary issues within the profession and its academic study

General Education Review Request
AREA I - HUMANITIES

Breadth Mapping: please indicate all that apply (if applicable)
B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).

Matching course component(s): **REPRESENTATIVE ASSIGNMENTS** Representative assignments in this course may include, but are not limited to the following: **Writing Assignments:** Representative written assignments, expectations over the course of the semester: Participation on online Discussion Board. Responses to questions covering topics in particular films and continuing written dialogue with classmates. Papers on topics for assigned films. Paper on a film other than one assigned in the course. Essays on film themes such as sport participation influenced by socioeconomic status.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Matching course component(s):

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):
STUDENT LEARNING OUTCOME(S) (SLO'S):
Upon successful completion of this course, a student will meet the following outcomes:
    A. Analyze popular representation of various aspects of Kinesiology in film
    B. Apply theoretical strategies to critically analyze sport/movement and popular discourse about sport and movement
    C. Describe how films help construct, maintain, and challenge key aspects of sport and movement culture
    D. Cite examples of the ways sport films both reproduce and challenge dominant ideology about race, class, ethnicity, ability and gender

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Matt Stanley   Date: 4/19/2018

Division Curriculum Rep: Katy Ripp   Date: 2/1/19

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: Kella Svetich, Hilary Gomes

General Education Review Request
AREA I - HUMANITIES

Recommended for Approval: <u>X</u>   Not Recommended for Approval: _____   Date: <u>28 Feb 2021</u>

In the box below, please provide rationale regarding the subcommittee's recommendation:

No comments provided.

FOR USE BY CURRICULUM OFFICE:

Approved: _____   Denied: _____   CCC Co-Chair Signature: _____ Date: _____

Foothill-De Anza Course Families
ART/ARTS Revised - 2021

The following Foothill and De Anza Art faculty contributed to this revised document: Julie Hughes (DA), Rocky Lewycky (DA), Andy Ruble (FH), Jordan Fong (FH), Hilary Gomes (FH)

Drawing
- ART 4B--Intermediate Drawing (FH)
- ART 4C--Representational Drawing (FH)
- ARTS 4B--Intermediate Drawing (DA)
- ARTS 4D--Representational Drawing (DA)

Figure - *new family*
- ART 4D--Figure Drawing I (FH)
- ART 4E--Heads and Hands Drawing (FH)
- ART 4I--Figure Drawing II (FH)
- ART 4J--Figure Modeling (FH)
- ARTS 4C--Life Drawing (DA)

Painting Family being split into three new families:
Oil Painting
- ART 19A--Oil Painting I (FH)
- ART 19C--Oil Painting II (FH)
- ARTS 16A--Oil Painting I (DA)
- ARTS 16B--Oil Painting II (DA)
- ARTS 16C--Oil Painting III (DA)

Acrylic Painting
- ART 19B--Acrylic Painting I (FH)
- ART 19D--Acrylic Painting II (FH)
- ARTS 15A--Acrylic Painting I (DA)
- ARTS 15B--Acrylic Painting II (DA)
- ARTS 15C--Acrylic Painting III (DA)

Watercolor Painting
- ART 47A--Watercolor I (FH)
- ART 47B--Watercolor II (FH)
- ARTS 14A--Watercolor Painting I (DA)
- ARTS 14B--Watercolor Painting II (DA)
- ARTS 14C--Watercolor Painting III (DA)

Ceramic Construction Family being split into two new families:
Ceramic Handbuilding
- ART 44--Ceramic Sculpture (FH)
- ART 45A--Beginning Ceramics Handbuilding (FH)

- ART 45C--Advanced Ceramics (FH)
- ARTS 18A--Beginning Ceramics (DA)
- ARTS 18D--Ceramics Hand Building (DA)
- ARTS 20--Ceramics Individual Laboratory (DA)

Ceramic Wheel Throwing
- ART 45B--Beginning Ceramics Potter's Wheel (FH)
- ART 46B--Potter's Wheel II (FH)
- ARTS 18B--Ceramics (Beginning Wheel Throwing) (DA)
- ARTS 18C--Ceramics (Intermediate Wheel Throwing) (DA)
- ARTS 18E--Ceramics (Advanced Wheel Throwing) (DA)

Ceramic Surface
- ART 45F--Low-Temperature Ceramic Firing & Glazing Techniques (FH)
- ARTS 19H--Ceramics Raku (DA)
- ARTS 19J--Ceramics Techniques (DA)
- ARTS 19K--Ceramics Decoration (DA)
- ARTS 19M--Ceramics Low Fire (DA)

Sculpture
- ART 5C--Sculpture (FH)
- ARTS 37A--Sculpture (DA)
- ARTS 37B--Intermediate Sculpture (DA)
- ARTS 37C--Advanced Sculpture (DA)

Industrial Design
- ARTS 58A--Furniture Design (DA)
- ARTS 58B--Intermediate Furniture Design (DA)
- ARTS 58C--Advanced Furniture Design (DA)

Arts–Professional Practice
- ARTS 70--Viewing Bay Area Art Museums and Galleries (DA)
- ARTS 71--Gallery and Exhibition Design (DA)
- ARTS 72--Internship in Art (DA)

Removal of Printmaking Family: The Foothill College Art department no longer offers printmaking courses, and within the District, GID 46 is the only printmaking course. Therefore, Art faculty are removing this family from the list.

Changes approved by Fine Arts & Communication division curriculum committee: 2/16/21

Foothill College
Credit Program Narrative
Certificate of Achievement in Cybersecurity

Item 1. Program Goals and Objectives

Students who earn the Certificate of Achievement in Cybersecurity will be prepared for entry-level cybersecurity jobs in less than one year. The certificate also serves as a strong foundation for those who wish to continue their training to achieve further certificates and degrees for higher-wage positions.

There are multiple career paths in the field of cybersecurity that require different skills and abilities. Companies and institutions need thousands of individuals who can perform business and operations analysis, risk assessment of processes and systems, expose operational and technological vulnerabilities, identify potential threats, and develop recommendations and technological solutions to strengthen defenses.

Program Learning Outcome:
- Upon completion of the program, students will be able to design and implement security policies for organizations of all sizes.

Item 2. Catalog Description

The Certificate of Achievement in Cybersecurity is designed for people who are seeking employment with companies of all types. The scope of cybersecurity is very broad, including both open-source and proprietary solutions. All organizations have a need for cybersecurity professionals. For example, a website developer is responsible for securing their website against different types of attacks; or a database engineer is responsible for granting secure access to data. The program provides 27 units of instruction on deploying secure networks, and the fundamentals of cybersecurity, ethical hacking, computer forensics and firewalls.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (27 units)	C S 30A	INTRODUCTION TO LINUX	4.5	Year 1, Winter
	C S 50A	NETWORK BASICS (CCNA)	4.5	Year 1, Fall
	C S 53A	CYBERSECURITY FUNDAMENTALS	4.5	Year 1, Fall
	C S 53B	FIREWALLS & THREAT MANAGEMENT	4.5	Year 1, Winter
	C S 53C	ETHICAL HACKING	4.5	Year 1, Spring
	C S 53D	INTRODUCTION TO COMPUTER FORENSICS	4.5	Year 1, Spring

TOTAL UNITS: 27 units

Proposed Sequence:
Year 1, Fall = 9 units
Year 1, Winter = 9 units
Year 1, Spring = 9 units
TOTAL UNITS: 27 units

Item 4. Master Planning
Foothill College offers programs and services that empower students to achieve goals as members of the workforce. There is currently a high demand for qualified individuals who are well-versed in cybersecurity. It is one of the required disciplines in technology today. This certificate program will provide companies with individuals who are familiar with cybersecurity policy creation and the technical tools and techniques to secure all of their computing resources.

Item 5. Enrollment and Completer Projections
Currently, there is a significant undersupply of cybersecurity workers compared to the demand in the Bay Area region. The median hourly wage for jobs in cybersecurity is slightly under $60/hr. Due to the high demand and relatively high wages for cybersecurity jobs, we foresee that the demand for the certificate will be at least 40 students per year. In addition, we expect to offer the courses as hybrid/online split format, which will attract a number of students statewide.

		Year 1: 2018-19		Year 2: 2019-20	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
C S 30A	INTRODUCTION TO LINUX	4	153	4	153
C S 50A	NETWORK BASICS (CCNA)	6	107	3	81
C S 53A	CYBERSECURITY FUNDAMENTALS	4	62	4	48
C S 53B	FIREWALLS & THREAT MANAGEMENT	2	26	2	28
C S 53C	ETHICAL HACKING	2	39	4	71
C S 53D	INTRODUCTION TO COMPUTER FORENSICS	1	30	1	38

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College offers many different computer science courses, some of which are programming-based, while others are in the enterprise-networking arena. However, there is no other program similar to the Certificate of Achievement in Cybersecurity at Foothill.

Item 7. Similar Programs at Other Colleges in Service Area
Currently, there is a similar program at San Francisco City College. The proposed program is based on the highly successful CSSIA Training offered at Moraine Valley Community College in Illinois.

Additional Information Required for State Submission:

TOP Code: 0701.00 - Information Technology, General

Annual Completers: 20 plus

Net Annual Labor Demand: 7,053

Faculty Workload: 1

New Faculty Positions: 0 (courses will be taught from current FT/PT faculty)

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: December, 2025, or earlier as required by the state.

Distance Education: 50 – 99%

Cyber Security Occupations
Labor Market Information Report
Foothill College

Prepared by the San Francisco Bay Center of Excellence
for Labor Market Research
December 2020

Recommendation

Based on all available data, there appears to be an undersupply of Cyber Security workers compared to the demand for this cluster of occupations in the Bay Region and in the Silicon Valley Sub-Region (Santa Clara County). There is a projected annual gap of about 11,495 students in the Bay Region and 3,652 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 0707.00-Computer Software Development 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 Cyber Security Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for a proposed new program at Foothill College.

- **Business Operations Specialists, All Other / Project Management Specialists and Business Operations Specialists, All Other (13-1199 / 13-1198):** All business operations specialists not listed separately.
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 23%

- **Information Security Analysts (15-1122 / 15-1212):** Plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. May ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure. May respond to computer security breaches and viruses. Excludes "Computer Network Architects" (15-1143).
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 27%

- **Computer and Information Systems Managers (11-3021):** Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming. Excludes "Computer Occupations" (15-1111 through 15-1199).
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 21%

Occupational Demand

Table 1. Employment Outlook for Cyber Security Occupations in Bay Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Business Operations Specialists, All Other / Project Management Specialists and Business Operations Specialists, All Other	62,537	66,741	4,204	7%	35,263	7,053	$29.99	$41.45
Information Security Analysts	3,718	4,953	1,234	33%	2,759	552	$44.50	$59.44
Computer and Information Systems Managers	38,017	42,345	4,328	11%	20,011	4,002	$73.84	$91.69
TOTAL	**104,272**	**114,039**	**9,767**	**9%**	**58,032**	**11,607**	**$46.50**	**$60.41**

Source: EMSI 2020.3
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 Cyber Security Occupations in Silicon Valley Sub-Region

Occupation	2019 Jobs	2024 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	25% Hourly Wage	Median Hourly Wage
Business Operations Specialists, All Other/Project Management Specialists and Business Operations Specialists, All Other	16,479	17,688	1,209	7%	9,421	1,884	$30.90	$43.82
Information Security Analysts	1,284	1,738	453	35%	984	197	$46.94	$63.77
Computer and Information Systems Managers	15,012	16,681	1,669	11%	7,855	1,571	$77.52	$95.17
TOTAL	**32,775**	**36,106**	**3,331**	**10%**	**18,260**	**3,652**	**$52.88**	**$68.12**

Source: EMSI 2020.3
Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (November 2019 - October 2020)

Occupation	Bay Region	Silicon Valley Sub-Region
Information Security Analysts	8,351	3,409
Computer and Information Systems Managers	1,984	691
Security Management Specialists	1,332	452
Online Merchants	914	208
Business Continuity Planners	635	206
Business Operations Specialists, All Other	286	57
Energy Auditors	161	18
Sustainability Specialists	60	10
Customs Brokers	38	4
TOTAL	**13,761**	**5,055**

Source: Burning Glass

Table 4a. Top Job Titles for Cyber Security Occupations for latest 12 months (November 2019 - October 2020) Bay Region

Common Title	Bay	Common Title	Bay
Security Engineer	287	Chief Technology Officer	56
Target Security Specialist	211	It Security Analyst	54
Senior Security Engineer	153	Cyber Security Engineer	47
Security Analyst	153	Director, Software Engineering	45

Information Security Engineer	143	Senior Cloud Security Engineer	44
Security Specialist	123	E-Commerce Department	44
Information Security Analyst	91	Penetration Tester	42
Network Security Engineer	86	Product Security Engineer	40
Cloud Security Engineer	82	It Security Specialist	39
Cyber Security Analyst	80	It Auditor	38
Security Architect	74	Senior It Auditor	36
Healthcare - Security Specialist	67	Security Operations Engineer	36
Permit Coordinator	61	Chief Information Officer	35
E-Commerce Manager	59	Technical Director	31

Table 4b. Top Job Titles for Cyber Security Occupations for latest 12 months (November 2019 - October 2020) Silicon Valley Sub-Region

Common Title	Silicon Valley	Common Title	Silicon Valley
Security Engineer	95	Gcp Security Engineer	22
Information Security Analyst	61	Security Operations Engineer	20
Security Analyst	52	Data Security Engineer	20
Senior Security Engineer	50	Director, Software Engineering	19
Security Specialist	42	Penetration Tester	18
Cloud Security Engineer	41	Senior Security Architect	17
Network Security Engineer	39	It Security Analyst	17
Security Architect	38	Senior Cloud Security Engineer	16
Target Security Specialist	37	Sap Security Consultant	16
It Security Specialist	37	Soc Officer For Technology Site	15
Information Security Engineer	35	Gis Security Engineer	15
Cyber Security Analyst	33	E-Commerce Program Manager	15
Cyber Security Engineer	27	Change Management Consultant	15
Product Security Engineer	22	Security Consultant	14

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Cyber Security Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2019)	Jobs in Industry (2024)	% Change (2019-24)	% Occupation Group in Industry (2019)
Corporate, Subsidiary, and Regional Managing Offices	1,925	1,907	-1%	8%
Custom Computer Programming Services	1,217	1,262	4%	5%
Computer Systems Design Services	1,134	1,096	-3%	5%
Federal Government, Civilian, Excluding Postal Service	968	964	0%	4%
Local Government, Excluding Education and Hospitals	947	970	2%	4%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology)	842	930	10%	4%
Colleges, Universities, and Professional Schools (State Government)	671	626	-7%	3%
Data Processing, Hosting, and Related Services	598	809	35%	3%
Software Publishers	616	689	12%	2%
State Government, Excluding Education and Hospitals	560	602	8%	2%
Direct Health and Medical Insurance Carriers	486	597	23%	2%
Engineering Services	457	480	5%	2%
Natural Gas Distribution	383	386	1%	2%
Research and Development in Biotechnology (except Nanobiotechnology)	375	447	19%	2%

Administrative Management and General Management Consulting Services	324	384	19%	1%
Temporary Help Services	322	345	7%	1%
HMO Medical Centers	315	370	17%	1%
Services for the Elderly and Persons with Disabilities	311	368	18%	1%
Other Scientific and Technical Consulting Services	305	288	-6%	1%
Commercial Banking	296	314	6%	1%
General Medical and Surgical Hospitals	288	258	-11%	1%

Source: EMSI 2020.3

Table 6. Top Employers Posting Cyber Security Occupations in Bay Region and Silicon Valley Sub-Region (November 2019 - October 2020)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Wells Fargo	273	Amazon	85	Palo Alto Networks	124
Target	218	IBM	84	Apple Inc.	101
Deloitte	154	Pacific Gas and Electric Company	80	Vmware Inc	99
Cisco Systems Inc	152	Accenture	79	Cisco Systems Inc	93
Security Industry Specialists, Inc	146	Lockheed Martin Corporation	67	Allied Universal	84
Splunk	143	Capital One	62	IBM	82
Facebook	131	Nvidia Corporation	54	Google Inc.	76
Palo Alto Networks	125	Tesla	53	Splunk	71
Anthem Blue Cross	120	Lawrence Livermore National Laboratory	49	Security Industry Specialists, Inc	62
Apple Inc.	119	Splunk, Inc	48	Deloitte	62
Securitas	117	SAP	48	Microsoft Corporation	57
Vmware Inc	111	Dell	43	Anthem Blue Cross	56
Allied Universal	111	Security Industry Specialists	41	Nvidia Corporation	53
Salesforce	107	Safeway Inc	40	KPMG	39
KPMG	96	Blue Cross Blue Shield of CA	39	Nsys Design Systems	37
Microsoft Corporation	89	Nsys Design Systems	37	Target	36
Google Inc.	85	Infobahn Softworld Inc	36	Lockheed Martin Corporation	36

Source: Burning Glass

Educational Supply

There are four (4) community colleges in the Bay Region issuing 112 awards on average annually (last 3 years ending 2018-19) on TOP 0707.00-Computer Software Development. In the Silicon Valley Sub-Region here are no community colleges issuing 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 2016-17) on TOP 0707.00-Computer Software Development. There are no colleges in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

Table 7a. Awards on TOP 0707.00-Computer Software Development in Bay Region

College	Sub-Region	Associates	Certificate Low Unit	Total
Las Positas	East Bay		1	1
San Francisco	Mid-Peninsula		2	2
San Mateo	Mid-Peninsula	7	83	90
Solano	North Bay		19	19
Total Bay Region		**7**	**105**	**112**
Total Silicon Valley Sub-Region		**0**	**0**	**0**

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

Table 7b. Other CTE Institution Awards on 0707.00-Computer Software Development in Bay Region

College	Sub-Region	Associates
Pacific Union College	North Bay	1
Total Bay Region		**1**
Total Silicon Valley Sub-Region		**0**

Source: Data Mart

Note: The annual average for awards is 2014-15 to 2016-17.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay Region with 11,607 annual openings for the Cyber Security occupational cluster and 112 annual (3-year average) awards from community colleges and other CTE Institutions for an annual undersupply of 11,495 students. In the Silicon Valley Sub-Region, there is also a gap with 3,652 annual openings and no annual (3-year average) awards for an annual undersupply of 3,652 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0707.00-Computer Software Development

2017-18	Bay All CTE Programs	Foothill College All CTE Programs	State 0707.00	Bay 0707.00	Silicon Valley 0707.00	Foothill College 0707.00
% Employed Four Quarters After Exit	67%	71%	59%	59%	58%	58%
Median Quarterly Earnings Two Quarters After Exit	$11,466	$16,942	$11,006	$13,085	$18,986	$19.292
Median % Change in Earnings	31%	46%	26%	27%	28%	28%
% of Students Earning a Living Wage	53%	72%	59%	65%	69%	69%

Source: Launchboard Pipeline (version available on August 2020)

Skills, Certifications and Education

Table 9. Top Skills for Cyber Security Occupations in Bay Region (November 2019 - October 2020)

Skill	Postings	Skill	Postings	Skill	Postings
Information Security	4,135	Business Process	1,041	Transmission Control Protocol / Internet Protocol (TCP / IP)	682
Python	2,352	Software as a Service (SaaS)	976	UNIX	678
Project Management	2,041	Authentication	896	Kubernetes	673
Linux	1,727	SQL	880	NIST Cybersecurity Framework	662
Information Systems	1,663	Product Management	855	Vulnerability assessment	662
Software Development	1,647	DevOps	835	Good Clinical Practices (GCP)	623
Customer Service	1,552	Scheduling	810	Risk Management	621
Network Security	1,446	C++	809	Risk Assessment	606
Java	1,421	Threat Modeling	773	Staff Management	596
Cryptography	1,397	Threat Analysis	766	Cisco	584
Budgeting	1,286	Splunk	757	Open Web Application Security Project (OWASP)	582
Software Engineering	1,252	ISO 27001	734	Product Development	579
E-Commerce	1,123	JavaScript	728	Oracle	575

		Health Insurance Portability and Accountability Act (HIPAA)			
Security Operations	1,115	(HIPAA)	706	Intrusion detection	565
Penetration Testing	1,070	Change Management	694	Data Security	548

Source: Burning Glass

Table 10. Certifications for Cyber Security Occupations in Bay Region (November 2019 - October 2020)

Note: 70% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
Certified Information Systems Security Professional (CISSP)	2,310	Cisco Certified Security Professional	243
Certified Information Systems Auditor (CISA)	1,130	GIAC Certified Incident Handler (GCIH)	216
Certified Information Security Manager (CISM)	946	GIAC Security Essentials Certification	206
SANS/GIAC Certification	891	Cisco Certified Network Professional (CCNP)	176
Information Systems Certification	638	Project Management Professional (PMP)	169
Certified in Risk and Information Systems Control	448	GIAC Certified Intrusion Analyst	153
Driver's License	364	Cisco Certified Internetwork Expert (CCIE)	111
Security Clearance	357	Certified Ethical Hacker (CEH)	109
CompTIA Security+	332	Systems Security Certified Practitioner (SSCP)	96
Cisco Certified Network Associate (CCNA)	305	First Aid CPR AED	89
Project Management Certification	299	Certified Internal Auditor (CIA)	86
IT Infrastructure Library (ITIL) Certification	257	Certified Public Accountant (CPA)	81

Source: Burning Glass

Table 11. Education Requirements for Cyber Security Occupations in Bay Region

Note: 43% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	495	6%
Associate Degree	192	2%
Bachelor's Degree or Higher	7,188	92%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Mike Murphy and Bita Mazloom
Division: STEM (PSME)

Program Title: Cybersecurity
Program Units: 27

Workforce/CTE Program (Y/N): Y
        Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate   ____ AA/AS Degree (local)
_X_ Certificate of Achievement   ____ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting: **Comments:** Submitted to Equity & Education committee on February 11, 2021. No feedback has been received.

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

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: **Comments:** Submitted to Revenue & Resources committee on February 11, 2021. No feedback has been received.

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: **Comments:** Submitted to Advisory Council on February 11, 2021. No feedback has been received.

Division Curriculum Committee Approval Date: 2/25/21

Division CC Representative: Zach Cembellin

Foothill College
Credit Program Narrative
Certificate of Achievement in IT Support

Item 1. Program Goals and Objectives
Students who earn the Certificate of Achievement in IT Support will be prepared for entry-level IT support jobs in less than one year. The certificate also serves as a strong foundation for those who wish to continue their training to achieve further certificates and degrees for higher-wage positions.

IT support certification exposes students to skills and knowledge necessary to support end users who run Linux, Windows and the Microsoft Office applications. Of primary importance for the IT support technician is the development of soft skills. These interpersonal competencies are fostered to enable the IT support technician to successfully communicate in both written and verbal forms, as well as utilize techniques in conflict management.

Program Learning Outcome:
- Upon completion of the program, students will be able to provide desktop and helpdesk support in organizations of all sizes.

Item 2. Catalog Description
The Certificate of Achievement in IT Support is designed for people who are seeking employment with companies of all types. All organizations have a need for IT support professionals. The program provides 18 units of instruction on industry standard skills to understand, deploy and maintain computing devices and network devices. Students learn a range of topics that cover the technical principals of networking, the fundamentals of cybersecurity, hardware configuration, operations systems and soft skills.

Item 3. Program Requirements

Requirements	Course #	Title	Units	Sequence
Core Courses (18 units)	C S 30A	INTRODUCTION TO LINUX	4.5	Year 1, Spring
	C S 50A	NETWORK BASICS (CCNA)	4.5	Year 1, Winter
	C S 53A	CYBERSECURITY FUNDAMENTALS	4.5	Year 1, Spring
	C S 56B	IT ESSENTIALS	4.5	Year 1, Fall

TOTAL UNITS: 18 units

Proposed Sequence:
Year 1, Fall = 4.5 units
Year 1, Winter = 4.5 units
Year 1, Spring = 9 units
TOTAL UNITS: 18 units

Item 4. Master Planning
Foothill College offers programs and services that empower students to achieve goals as members of the workforce. There is currently a high demand for qualified individuals who are well-versed in IT support. It is one of the required disciplines in technology today. This certificate program will provide companies with individuals who are familiar with IT support in both the desktop and server environments.

Item 5. Enrollment and Completer Projections
Currently, there is a significant undersupply of IT support workers compared to the demand in the Bay Area region. The median hourly wage for jobs in IT support is slightly over $40/hr. Due to the high demand and relatively high wages for IT support jobs, we foresee that the demand for the certificate will be at least 20 students per year. In addition, we expect to offer the courses as hybrid/online split format, which will attract a number of students statewide.

		Year 1: 2018-19		Year 2: 2019-20	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**
C S 30A	INTRODUCTION TO LINUX	4	153	4	153
C S 50A	NETWORK BASICS (CCNA)	6	107	3	81
C S 53A	CYBERSECURITY FUNDAMENTALS	4	62	4	48
C S 56B*	IT ESSENTIALS	Not yet offered		Not yet offered	

*C S 56B is newly offered, so recent historical enrollment data is not applicable.

Item 6. Place of Program in Curriculum/Similar Programs
Foothill College offers many different computer science courses, some of which are programming-based, while others are in the enterprise-networking arena. However, there is no other program similar to the Certificate of Achievement in IT Support at Foothill.

Item 7. Similar Programs at Other Colleges in Service Area
Currently, there is a similar program at San Francisco City College and Ohlone College. The proposed program is based on the highly successful CompTIA model.

Additional Information Required for State Submission:

TOP Code: 0701.00 - Information Technology, General

Annual Completers: 20 plus

Net Annual Labor Demand: 3,411

Faculty Workload: 1

New Faculty Positions: 0 (courses will be taught from current FT/PT faculty)

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: December, 2025, or earlier as required by the state.

Distance Education: 50 – 99%

IT Essentials Occupations
Labor Market Information Report
Foothill College

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

Recommendation

Based on all available data, there appears to be a significant undersupply of IT Essentials workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon Valley sub-region (Santa Clara County). There is a projected annual gap of about 3,349 students in the Bay region and 1,414 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0708.00 - Computer Infrastructure and Support in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

Introduction

This report profiles IT Essentials Occupations in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new program at Foothill College.

- **Computer Systems Analysts (SOC 15-1121):** Analyze science, engineering, business, and other data processing problems to implement and improve computer systems. Analyze user requirements, procedures, and problems to automate or improve existing systems and review computer system capabilities, workflow, and scheduling limitations. May analyze or recommend commercially available software.
    Entry-Level Educational Requirement: Bachelor's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 21%

- **Computer, Automated Teller, and Office Machine Repairers (SOC 49-2011):** Repair, maintain, or install computers, word processing systems, automated teller machines, and electronic office machines, such as duplicating and fax machines.
    Entry-Level Educational Requirement: Some college, no degree
    Training Requirement: Short-term on-the-job training
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 53%

Occupational Demand

Table 1. Employment Outlook for IT Essentials Occupations in Bay Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	10% Hourly Wage	Median Hourly Wage
Computer Systems Analysts	32,337	36,472	4,136	13%	14,989	2,998	$33.10	$53.23
Computer, Automated Teller, and Office Machine Repairers	4,265	4,094	(171)	(4%)	2,064	413	$12.89	$18.54
Total	**36,602**	**40,566**	**3,964**	**11%**	**17,053**	**3,411**	**$30.75**	**$49.19**

Source: EMSI 2019.2

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 IT Essentials Occupations in Silicon Valley Sub-Region

Occupation	2017 Jobs	2022 Jobs	5-Yr Change	5-Yr % Change	5-Yr Open-ings	Average Annual Open-ings	10% Hourly Wage	Median Hourly Wage
Computer Systems Analysts	14,086	15,593	1,507	11%	6,305	1,309	$32.22	$55.60
Computer, Automated Teller, and Office Machine Repairers	1,114	1,076	(37)	(3%)	536	106	$12.15	$17.78
TOTAL	**15,199**	**16,670**	**1,470**	**10%**	**6,841**	**1,415**	**$30.75**	**$52.83**

Source: EMSI 2019.2

Silicon Valley Sub-Region includes Santa Clara County

Job Postings in Bay Region and Silicon Valley Sub-Region

Table 3. Number of Job Postings by Occupation for latest 12 months (May 2018 - April 2019)

Occupation	Bay Region	Silicon Valley
Computer Systems Analysts	15,565	6,392
Computer, Automated Teller, and Office Machine Repairers	177	65
Total	**15,742**	**6,457**

Source: Burning Glass

Table 4a. Top Job Titles for IT Essentials Occupations for latest 12 months (May 2018 - April 2019) Bay Area Region.

Common Title	Bay	Common Title	Bay
Business Systems Analyst	2,566	Implementation Consultant	140
Developer	930	Technical Business Analyst	136
Systems Analyst	870	Sap Fico	105
Technical Consultant	590	Computer Systems Analyst	94
Information Technology Analyst	337	Hybris Developer	92
Information Technology Consultant	308	Fullstack Developer	86
Technical Analyst	290	Systems Integrator	84
Software Development Engineer	225	Reactjs Developer	81
Information Technology Business Analyst	217	React Js Developer	76
Business Analyst	217	Systems Engineer	75
Oracle Consultant	185	Technology Analyst	73
Aem Developer	180	Services Engineer	72
Team Lead	175	Financial Systems Analyst	72
Oracle Functional Consultant	146	Nodejs Developer	69
Mulesoft Developer	143	Lead Java Technician	66

Table 4.b Top Job Titles for IT Essentials Occupations for latest 12 months (May 2018 - April 2019) Silicon Valley

Common Title	Silicon Valley	Common Title	Silicon Valley
Business Systems Analyst	886	Information Technology Business Analyst	57
Developer	459	Spark Developer	55
Systems Analyst	332	Systems Engineer	49
Technical Consultant	268	Computer Systems Analyst	49
Software Development Engineer	118	Technology Analyst	46
Information Technology Analyst	108	Implementation Consultant	46
Oracle Consultant	102	Golang Developer	43
Information Technology Consultant	102	Fullstack Developer	43
Aem Developer	100	Lead Java Technician	42
Oracle Functional Consultant	97	Team Lead	41
Technical Analyst	94	Node js Developer	40

Business Analyst	90	Services Engineer	36
Sap Fico	78	React Js Developer	31
Systems Integrator	67	Technical Business Analyst	30
Mulesoft Developer	60	Sap Functional Analyst	30

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring IT Essentials Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2018)	Jobs in Industry (2022)	% Change (2018-22)	% in Industry (2018)
Custom Computer Programming Services (541511)	9,055	10,203	13%	24.2%
Computer Systems Design Services (541512)	6,042	5,461	11%	14.6%
Electronic Computer Manufacturing (334111)	2,133	2,038	5%	5.5%
Internet Publishing and Broadcasting and Web Search Portals (519130)	2,405	1,857	30%	5.0%
Corporate, Subsidiary, and Regional Managing Offices (551114)	1,873	1,776	5%	4.8%
Data Processing, Hosting, and Related Services (518210)	1,960	1,498	31%	4.0%
Other Computer Related Services (541519)	1,533	1,303	18%	3.5%
Software Publishers (511210)	1,467	1,263	16%	3.4%
Computer and Computer Peripheral Equipment and Software Merchant Wholesalers (423430)	777	809	(4%)	2.2%
Electronics Stores (443142)	555	653	(15%)	1.7%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715)	481	517	(7%)	1.4%
Local Government, Excluding Education and Hospitals (903999)	500	486	3%	1.3%
Administrative Management and General Management Consulting Services (541611)	454	384	18%	1.0%
Temporary Help Services (561320)	401	381	5%	1.0%

Source: EMSI 2019.2

Table 6. Top Employers Posting IT Essentials Occupations in Bay Region and Silicon Valley Sub-Region (May 2018 - April 2019)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Business Systems Analyst	886	Computer Systems Analyst	49	Cynet Systems Inc	122
Developer	459	Technology Analyst	46	Google Inc.	119
Systems Analyst	332	Implementation Consultant	46	Apple Inc.	77
Technical Consultant	268	Golang Developer	43	Cisco Systems Incorporated	51
Software Development Engineer	118	Fullstack Developer	43	Infosys	44
Information Technology Analyst	108	Lead Java Technician	42	Accenture	39
Oracle Consultant	102	Team Lead	41	IBM	38
Information Technology Consultant	102	Nodejs Developer	40	Cynet Systems	34
Aem Developer	100	Services Engineer	36	Techfetch Com	29
Oracle Functional Consultant	97	React Js Developer	31	Stanford University	28
Technical Analyst	94	Technical Business Analyst	30	Servicenow	26
Business Analyst	90	Sap Functional Analyst	30	Wipro	23
Sap Fico	78	SAP Business Analyst	29	Vmware Incorporated	23
Systems Integrator	67	Solutions Architect	27	Vdart, Inc	23

Mulesoft Developer	60	Reactjs Developer	27	Truglobal	23
Information Technology Business Analyst	57	Mongodb Developer	26	Dgn Technologies	23
Spark Developer	55	Systems Architect	25	Intellipro Incorporated	22
Systems Engineer	49	Service Developer	25	Inficare Technologies	22

Source: Burning Glass

Educational Supply

There are six community colleges in the Bay Region issuing 62 awards on average annually (last 3 years) on TOP 0708.00 - Computer Infrastructure and Support. There is one college in the Silicon Valley Sub-Region issuing one award on average annually (last 3 years) on this TOP code.

Table 7. Awards on TOP 0708.00 - Computer Infrastructure and Support in the Bay Region

College	Sub-Region	Associates	Certificates	Noncredit	Total
Contra Costa	East Bay		1		1
Gavilan	Silicon Valley	1			1
Los Medanos	East Bay	4	4		8
Ohlone	East Bay		1		1
San Francisco	Mid-Peninsula	39	9		48
San Mateo	Mid-Peninsula	1	2		3
Total Bay Region		**44**	**18**	**0**	**62**
Total Silicon Valley Sub-Region		**1**	**0**	**0**	**1**

Source: IPEDS, Data Mart and Launchboard

NOTE: Headcount of students who took one or more courses is for 2016-17. The annual average for awards is 2014-17 unless there are only awards in 2016-17. The annual average for other postsecondary is for 2013-16.

Table 8. Related Bay Region programs listed in Chancellor's Office Curriculum Inventory (COCI) .

There are 15 colleges in the Bay Region with programs on TOP 0708.00 - Computer Infrastructure and Support, TOP 0708.10 - Computer Networking and TOP 0708.20 - Computer Support in the Bay Region per COCI.

Cabrillo	Foothill	Monterey Peninsula
Chabot	Hartnell	Ohlone
Contra Costa	Laney	San Francisco City
De Anza	Las Positas	San Jose City
Diablo Valley	Merritt	Skyline

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 3,411 annual openings for the IT Essentials occupational cluster and 62 annual (3-year average) awards for an annual undersupply of 3,349 students. In the Silicon Valley Sub-Region, there is also a gap with 1,415 annual openings and 1 annual (3-year average) awards for an annual undersupply of 1,414 students.

Student Outcomes

Table 9. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 0708.00 - Computer Infrastructure and Support

2015-16	Bay (All CTE Programs)	Foothill College (All CTE Programs)	State (0708.00)	Bay (0708.00)	Silicon Valley (0708.00)	Foothill College (0708.00)
% Employed Four Quarters After Exit	74%	77%	66%	72%	75%	n/a

Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,301	$10,986	$13,156	$15,231	n/a
Median % Change in Earnings	46%	82%	37%	47%	73%	n/a
% of Students Earning a Living Wage	63%	76%	62%	68%	76%	n/a

Source: Launchboard Pipeline (version available on 5/9/19)

Skills, Certifications and Education

Table 10. Top Skills for IT Essentials Occupations in Bay Region (May 2018 - April 2019)

Skill	Postings	Skill	Postings	Skill	Postings
Cynet Systems Inc	184	Salesforce	45	Stanford University	29
Google Inc.	143	Workday, Inc	43	Amazon	29
Accenture	134	Techfetch Com	43	Intellipro Incorporated	28
Kaiser Permanente	103	Genentech	40	Inficare Technologies	28
Apple Inc.	80	University California	39	Fiserv	28
Cisco Systems Incorporated	71	Truglobal	34	University Of California Berkeley	27
IBM	68	Vdart, Inc	33	Uber	27
Infosys	66	Republic Bancorp	33	Xoriant	26
Facebook	63	Mumba Technologies	33	Vmware Incorporated	26
Cynet Systems	55	Microsoft Corporation	33	Technosoft	26
Wells Fargo	53	Scoop Technologies	31	Servicenow	26
Matchpoint Solutions Incorporated	52	University Of California San Francisco	30	Bayone Solutions	26
Deloitte	52	SAP	30	Adobe Systems	26
Bio-Rad Laboratories	51	Lucile Packard Childrens Hospital	30	Walmart / Sam's	25
Wipro	45	K Anand Corporation	30	Oracle	25

Source: Burning Glass

Table 11. Certifications for IT Essentials Occupations in the Bay Region (May 2018 - April 2019)

Note: 91% of records have been excluded because they do not include a certification. As a result, the chart below may not be representative of the full sample.

Certification	Postings	Certification	Postings
SQL	3,196	Budgeting	863
Business Process	2,982	Scheduling	846
Business Systems	2,781	Software Engineering	841
Business Systems Analysis	2,713	Scrum	835
Oracle	2,623	Change Management	771
Project Management	2,598	Extensible Markup Language (XML)	752
Systems Analysis	2,227	Project Planning and Development Skills	699
Java	2,167	Systems Development Life Cycle (SDLC)	662
Business Analysis	1,937	Extraction Transformation and Loading (ETL)	653
Software Development	1,808	Software as a Service (SaaS)	636
SAP	1,689	User Acceptance Testing (UAT)	621
JavaScript	1,589	Process Improvement	620
Python	1,517	Data Warehousing	616
Salesforce	1,399	Customer Contact	598
Customer Service	1,371	Bank Secrecy Act (BSA)	593
Enterprise Resource Planning (ERP)	1,259	Tableau	592
Information Systems	1,199	Unit Testing	589
Quality Assurance and Control	1,093	Atlassian JIRA	589
Technical Support	1,015	Technical Writing / Editing	586

Linux	879	Microsoft Visio	584
Data Analysis	879	Business Solutions	583

Source: Burning Glass

Table 12. Education Requirements for IT Essentials Occupations in Bay Region

Note: 50% of records have been excluded because they do not include a degree level. As a result, the chart below may not be representative of the full sample.

Education (minimum advertised)	Latest 12 Mos. Postings	Percent 12 Mos. Postings
High school or vocational training	328	4%
Associate Degree	228	3%
Bachelor's Degree or Higher	6,836	93%

Source: Burning Glass

Methodology

Occupations for this report were identified by use of skills listed in O*Net descriptions and job descriptions in Burning Glass. Labor demand data is sourced from Economic Modeling Specialists International (EMSI) occupation data and Burning Glass job postings data. Educational supply and student outcomes data is retrieved from multiple sources, including CTE Launchboard and CCCCO Data Mart.

Sources

O*Net Online
Labor Insight/Jobs (Burning Glass)
Economic Modeling Specialists International (EMSI)
CTE LaunchBoard www.calpassplus.org/Launchboard/
Statewide CTE Outcomes Survey
Employment Development Department Unemployment Insurance Dataset
Living Insight Center for Community Economic Development
Chancellor's Office MIS system

Contacts

For more information, please contact:

- Doreen O'Donovan, Data Research Analyst, for Bay Area Community College Consortium (BACCC) and Centers of Excellence (CoE), doreen@baccc.net or (831) 479-6481
- John Carrese, Director, San Francisco Bay Center of Excellence for Labor Market Research, jcarrese@ccsf.edu or (415) 267-6544

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Mike Murphy and Bita Mazloom
Division: STEM (PSME)

Program Title: IT Support
Program Units: 18

Workforce/CTE Program (Y/N): Y
> *Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.*

Type of Award:
____ Non-transcriptable credit certificate   ____ AA/AS Degree (local)
__X__ Certificate of Achievement   ____ AA-T/AS-T Degree (ADT)
____ Noncredit certificate

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting: **Comments:** Submitted to Equity & Education committee on February 11, 2021. No feedback has been received.

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: **Comments:** Submitted to Revenue & Resources committee on February 11, 2021. No feedback has been received.

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: **Comments:** Submitted to Advisory Council on February 11, 2021. No feedback has been received.

Division Curriculum Committee Approval Date: 2/25/21

Division CC Representative: Zach Cembellin

FOOTHILL COLLEGE
Noncreditt Program Narrative
Certificate of Competency in English as a Second Language for College and Careers
(High-Intermediate)

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English at increasingly more complex levels of expression in preparation for pursing a degree, transferring to a university, or increasing career opportunities.

Program Learning Outcomes:
After completing the program, students will be prepared to begin level 4 ESLL credit course work through gaining proficiency in the following areas:

- increase English proficiency in academic reading, writing, listening, speaking, and grammar skills necessary to be successful in more advanced ESLL courses and courses in other disciplines.
- develop awareness of student success strategies for reading, writing, and classroom communication.
- gain confidence to seek assistance in class and around campus as needed to self-advocate.

Item 2. Catalog Description

The Certificate of Competency in English as a Second Language for College and Careers (High-Intermediate) prepares students to advance to higher levels of ESL, both credit and non-credit mirrored, by providing foundational English-language skills for students to progress towards higher level coursework as they continue their educational pathways. Students will be exposed to academic skills courses for learners of English as an additional language in which they will learn and practice how to identify main ideas in short texts, apply words learned in their given form by using them to write original sentences, and correctly use a wide range of grammatical forms, including modals in the past and present to express advisability, regret, and certainty, and appropriately use verb forms.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (168-240 hours)	NCEL 426	High-Intermediate Grammar	60	Year 1, fall
	NCEL 427	High-Intermediate Reading Skills	60	Year 1, winter
	NCEL 425	Developing Listening & Speaking Skills	120	Year 1, spring
	OR			
	NCEL 480	ESL for Job Searching	48	

TOTAL HOURS: 168-240 hours

Item 4. Master Planning
History of the program proposal origins and curriculum offerings
The courses in the Certificate of Competency in English as a Second Language for College and Careers (High-Intermediate), which were originally written as credit courses three levels below transfer, can better serve students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to advance to higher levels of ESL, both credit and noncredit mirrored, by providing foundational English-language skills for students to progress towards higher level coursework as they continue their educational pathways.

College Mission
The Foothill College mission statement articulates: "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."

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are "empowered to achieve their" educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program also aligns with the college's mission by providing opportunities for students to enhance their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate will be encouraged to continue through the ESL credit sequence.

College/District Master Plan
According to the Foothill Educational Master Plan, "the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies."

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to "collaborate with K-12, adult education, and four-year institutions in ways that serve students and society." As stated in the Plan, "Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions." The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning
The report, "Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16," highlights the role of the California Community Colleges in advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

Additional Information Required for State Submission:

TOP Code: 4930.87 - English as a Second Language–Integrated

Program Review Date: AY 2025-26

Distance Education: 0%

CDCP Eligibility Criteria: English as a Second Language (ESL)

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Amy Sarver, Katie Ha
Division: Language Arts

Program Title: Certificate of Competency in English as a Second Language for College and Careers (High-Intermediate)
Program Units: 0

Workforce/CTE Program (Y/N): N
　　　　Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate 　　　 ____ AA/AS Degree (local)
____ Certificate of Achievement 　　　　　　　　 ____ AA-T/AS-T Degree (ADT)
_X_ Noncredit certificate

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting: **Comments:** Submitted to Equity & Education committee in spring 2020 quarter. The only feedback we received was on June 3, 2020, from Ram: "Approved. Beautiful."

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: **Comments:** Submitted to Revenue & Resources committee in spring 2020 quarter. No feedback was provided within the 2-week period.

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: **Comments:** Submitted to Advisory Council in spring 2020 quarter. No feedback was provided within the 2-week period.

Division Curriculum Committee Approval Date: 3/11/21

Division CC Representative: Allison Herman

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Competency in English as a Second Language for College and Careers
(Advanced)

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English at increasingly more complex levels of expression in preparation for pursing a degree, transferring to a university, or increasing career opportunities.

Program Learning Outcomes:
After completing the program, students will be prepared to begin transfer-level credit course work through gaining proficiency in the following areas:

- increase English proficiency in academic reading, writing, listening, speaking, and grammar skills necessary for academic success and professional advancement.
- develop awareness of student success strategies for reading, writing, and classroom communication.
- gain confidence to seek assistance in class and around campus as needed to self-advocate.

Item 2. Catalog Description

The Certificate of Competency in English as a Second Language for College and Careers (Advanced) prepares students for transfer-level credit course work by providing foundational English-language skills for students to progress towards higher level coursework as they continue their educational and career pathways. Students will be exposed to academic skills courses for learners of English as an additional language in which they will learn and practice how to identify main ideas in a variety of texts, apply new vocabulary in original student writing, and use a wide range of accurate grammatical forms critical to classroom and workplace success.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (168-180 hours)	NCEL 436	Advanced Grammar	60	Year 1, fall
	NCEL 437	Basic Composition Skills	60	Year 1, winter
	NCEL 435 OR NCEL 480	Listening/Speaking for Academic Purposes ESL for Job Searching	60 48	Year 1, spring

TOTAL HOURS: 168-180 hours

Item 4. Master Planning
History of the program proposal origins and curriculum offerings
The courses in the Certificate of Competency in English as a Second Language for College and Careers (Advanced), which were originally written as credit courses three levels below transfer, can better serve students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to advance to higher levels of ESL, both credit and noncredit mirrored, by providing foundational English-language skills for students to progress towards higher level coursework as they continue their educational pathways.

College Mission
The Foothill College mission statement articulates: "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."

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are "empowered to achieve their" educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program also aligns with the college's mission by providing opportunities for students to enhance their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate will be encouraged to continue through the ESL credit sequence.

College/District Master Plan
According to the Foothill Educational Master Plan, "the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies."

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to "collaborate with K-12, adult education, and four-year institutions in ways that serve students and society." As stated in the Plan, "Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions." The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning
The report, "Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16," highlights the role of the California Community Colleges in advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

Additional Information Required for State Submission:

TOP Code: 4930.87 - English as a Second Language–Integrated

Program Review Date: AY 2025-26

Distance Education: 0%

CDCP Eligibility Criteria: English as a Second Language (ESL)

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

Until the new permanent program creation process has been determined, as part of the temporary program creation process this form shall be used by a department to gather feedback on a new program from key governance committees on campus. A complete program narrative and supporting documentation must be submitted to the groups listed below (simultaneous submission is recommended). Each committee will provide initial feedback via email within two weeks but might also provide additional feedback after their monthly meetings.

After a two-week period, regardless of whether feedback has been received from the three committees, the Division Curriculum Committee may consider the new program for approval. Following Division CC approval, please forward this completed form to the Office of Instruction.

Faculty Author(s): Amy Sarver, Katie Ha
Division: Language Arts

Program Title: Certificate of Competency in English as a Second Language for College and Careers (Advanced)
Program Units: 0

Workforce/CTE Program (Y/N): N
　　　Please note that Workforce/CTE status is dependent on the TOP Code assigned to the program.

Type of Award:
____ Non-transcriptable credit certificate　　　____ AA/AS Degree (local)
____ Certificate of Achievement　　　　　　　　____ AA-T/AS-T Degree (ADT)
_X__ Noncredit certificate

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting: **Comments:** Submitted to Equity & Education committee in spring 2020 quarter. The only feedback we received was on June 3, 2020, from Ram: "Approved. Beautiful."

REVENUE & RESOURCES
https://foothill.edu/gov/revenue-and-resources/
Date of meeting: **Comments:** Submitted to Revenue & Resources committee in spring 2020 quarter. No feedback was provided within the 2-week period.

ADVISORY COUNCIL
https://foothill.edu/gov/council/
Date of meeting: **Comments:** Submitted to Advisory Council in spring 2020 quarter. No feedback was provided within the 2-week period.

Division Curriculum Committee Approval Date: 3/11/21

Division CC Representative: Allison Herman

Course Reactivation Proposal

R T F070B : ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY II

Effective Term
Summer 2021

Subject
Radiologic Technology (R T)
Course Number
F070B

Department
Radiologic Technology (R T)

Division
Biological and Health Sciences (1BH)

Units
13

Course Title
ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY II

Former ID

Cross Listed

Related Courses

Maximum Units
13

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
0

Weekly Lab Hours
40

Weekly Out of Class Hours
0

Special Hourly Notation

This is a clinical laboratory course.

Total Contact Hours
480

Total Student Learning Hours
480

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for P/NP)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
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:
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 is in response to a request from our clinical partners to expand the Interventional Fellowship from one to two quarters. This course would provide the hands on education necessary for graduates of the Radiologic Technology program to advance into Interventional Radiology immediately upon graduating. The current course, R T 70A, was deemed to be an insufficient amount of time to educate the students in a highly technical arena.

Attach evidence

Need/Justification
This course is an opportunity for graduates of the Radiologic Technology program to gain focused clinical experience in Interventional Radiology necessary for the pursuit of an additional certification.

Course Description
Continuation of R T 70A, with emphasis on patient care, abdominal and pelvic procedures, thoracic procedures and neurological procedures.

Course Prerequisites
Prerequisite: R T 70A.

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. demonstrate understanding of radiation protection for the patient, personnel, and self.
2. exhibit knowledge in the proper use of the angiography equipment.
3. adhere to standards of attendance, punctuality and dependability.
4. conduct self in a professional manner.
5. apply theory to practice by exhibiting ongoing, satisfactory job performance skills.
6. select appropriate equipment, devices and patient positioning as outlined by the department protocols.
7. demonstrate knowledge and application of various patient care techniques.
8. differentiate anatomy and pathophysiology as it relates to various diagnostic, interventional, and nonvascular procedures, with an emphasis on abdominal and pelvic, thoracic and neurological procedures.
9. present a case study poster presentation based on literature search and clinical experience.

Course Content

1. Radiation protection
    1. Patients
    2. Personnel
2. Angiography equipment
    1. Fluoroscopy
    2. Digital angiography
    3. Automatic injectors
3. Punctuality and dependability
    1. Clinic time reporting
    2. Absenteeism
    3. Communicating whereabouts appropriately
4. Professional conduct

1. Taking initiative
2. Communicating effectively
3. Conducting oneself in a professional manner
5. Job performance
    1. Effective procedural participation
    2. Planning and organizing work efficiently
    3. Being alert and interested in procedures
    4. Reading and understanding requisitions
    5. Communicating effectively
6. Procedures
    1. Patient positioning
    2. Tray set-up
    3. Guidewires
    4. Catheters
    5. Sheaths
    6. Needles
    7. Vessel access
7. Patient care
    1. Patient communication
    2. Patient assessment and monitoring
    3. Contrast administration
    4. Asepsis and sterile technique
    5. Patient discharge/post-procedure instructions
    6. Emergency care
8. Diagnostic, interventional and nonvascular procedures
    1. Abdominal and pelvic procedures
        1. Aortography
        2. Selective visceral angiography
        3. Renal angiography
        4. Adrenal angiography
        5. Pelvic angiography
        6. Inferior vena cavagram
        7. Paracentesis
        8. Angioplasty
        9. Stent placement
        10. Endograft placement
        11. Caval filter placement
        12. Caval filter removal
        13. Venous sampling
        14. TIPS
        15. Chemoembolization
        16. Radioembolization
        17. Embolization
    2. Thoracic procedures

1. Aortography
2. Pulmonary arteriography
3. Superior vena cavagram
4. Embolization
5. Endograft placement
6. Chest tube/drain placement
7. Thoracentesis
8. Thrombolysis/thrombectomy
9. Angioplasty
10. Stent placement
3. Neurological procedures
    1. Neurologic angiography
    2. Spinal arteriography
    3. Embolization
    4. Thrombolysis/thrombectomy
    5. Angioplasty
    6. Stent placement
    7. Vertebroplasty and/or kyphoplasty
    8. Discography
    9. Procedural based anatomy identification
9. Case study poster
    1. Poster presentation
    2. Oral presentation

Lab Content

1. Radiologic Technology clinical practice
    1. Radiation protection
    2. Equipment operation
    3. Image production
    4. Image evaluation
    5. Abdominal and pelvic, thoracic and neurological interventional procedures
    6. Patient care in a clinical setting

Special Facilities and/or Equipment
Clinical setting: interventional radiology procedures equipment

Methods of Evaluation

Methods of Evaluation
Presentation project: case study
Clinical performance evaluation

Method(s) of Instruction

Method(s) of Instruction
Discussion
Demonstration
Clinical practice

Representative Text(s)

Author(s)	Title	Publication Date
Keefe, N., and Z. Haskal	IR Playbook: A Comprehensive Introduction to Interventional Radiology	2018

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

Other Required Materials

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

Reading assignments as required by the Interventional Radiology Department. Development of a case study presentation.

Authorized Discipline(s):
Radiological Technology

Faculty Service Area (FSA Code)
HEALTH CARE SERVICES

Taxonomy of Program Code (TOP Code)
*1225.00 - Radiologic Technology

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU

Validation Date

3/2/2021

Seat Count
3

Load
0.556

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
141141 - Radiologic Technology

Account Code
1320

Program Code
122500 - Radiologic Technology