College Curriculum Committee Meeting Agenda
Tuesday, February 15, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Time*	Action	Attachment(s)	Presenter(s)
1. Reaffirmation of Remote Meetings Resolution	3 min.	Action	#2/15/22-1	Kuehnl
2. Minutes: February 1, 2022	2 min.	Action	#2/15/22-2	Kuehnl
3. Report Out from Division Reps	5 min.	Discussion		All
4. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		
5. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. Upcoming Curriculum Deadlines d. New Minimum Qualifications Handbook (AKA Disciplines List) e. Plumbing and Pipefitting Apprenticeship AS Degree Approval by CCCCO	5 min.	Information	#2/15/22-3-8 #2/15/22-9	CCC Team
6. Consent Calendar a. GE Applications	5 min.	Action	#2/15/22-10-14	Kuehnl
7. Stand Alone Approval Requests: C S 203A, NCBS 443A	2 min.	2nd Read/ Action	#2/15/22-15-17	Kuehnl
8. New Program Application: Respiratory Care BS Degree	10 min.	1st Read	#2/15/22-18	Kuehnl
9. Guided Pathways Meta Majors Resolution	10 min.	2nd Read/ Action	#2/15/22-19	Kuehnl
10. AB 705 Implementation Plan Update	20 min.	Discussion		Kuehnl
11. Adding Equity Section to COR	20 min.	Discussion		Kuehnl
12. Good of the Order	3 min.			Kuehnl
13. Adjournment				Kuehnl

*Times listed are approximate

Consent Calendar:

Foothill General Education (attachments #2/15/22-10-14)

Area I—Humanities: ENGL 12A, ETHN 4

Area VI—United States Cultures & Communities: ENGL 12A, ETHN 4

Area VII—Lifelong Learning: KINS 49

Attachments:

#2/15/22-1 Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown Act Provisions Included in AB 361

#2/15/22-2 Draft Minutes: February 1, 2022

#2/15/22-3-8 New Course Proposals: APSM 180A, 180B, 180C, 181A, 181B, 181C

#2/15/22-9 CCC Notification of Proposed Requisites

#2/15/22-15 Stand Alone Approval Request: C S 203A

#2/15/22-16 Stand Alone Approval Request: NCBS 443A

#2/15/22-17 Stand Alone Approval Request attachments for C S 203A, NCBS 443A

#2/15/22-18   New Program Application: Respiratory Care BS Degree
#2/15/22-19   Resolution to Approve the Foothill College Meta Major Model (draft)—updated

2021-2022 Curriculum Committee Meetings:

Fall 2021 Quarter	Winter 2022 Quarter	Spring 2022 Quarter
~~10/5/21~~	~~1/18/22~~	4/19/22
~~10/19/21~~	~~2/1/22~~	5/3/22
~~11/2/21~~	2/15/22	5/17/22
~~11/16/21~~	3/1/22	5/31/22
~~11/30/21~~	3/15/22	6/14/22

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

2021-2022 Curriculum Deadlines:

~~11/5/21~~	Deadline to submit certain types of course updates for 2022-23 catalog—see PDF for details (Faculty/Divisions).
~~11/5/21~~	Deadline to submit local GE applications for 2022-23 catalog (Faculty/Divisions).
~~12/1/21~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/21~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
4/15/22	Deadline to submit curriculum sheet updates for 2022-23 catalog (Faculty/Divisions).
6/1/22	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/16/22	Deadline to submit course updates and local GE applications for 2023-24 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Micaela Agyare (LRC), Chris Allen (Dean, APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Jeff Bissell (KA), Rachelle Campbell (BH), Anthony Cervantes (Dean, Enrollment Services), Roosevelt Charles (Dean—CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA; LRC), Kurt Hueg (Administrator Co-Chair), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Brian Murphy (APPR), Tim Myres (APPR), Teresa Ong (AVP Workforce), Lisa Schultheis (BH), Ram Subramaniam (Interim AVP Instruction), Kella Svetich (LA), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2021-22

Meeting Date: 2/15/22

Co-Chairs (2)

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

Voting Membership (1 vote per division)

✔	Micaela Agyare	7086	LRC	agyaremicaela@fhda.edu
✔	Ben Armerding	7453	LA	armerdingbenjamin@fhda.edu
✔	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
✔	Jeff Bissell	7663	KA	bisselljeff@fhda.edu
✔	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
✔	Roosevelt Charles	7219	Dean—CNSL	charlesroosevelt@fhda.edu
✔	Valerie Fong	7135	Dean—LA	fongvalerie@fhda.edu
✔	Evan Gilstrap	7675	Articulation	gilstrapevan@fhda.edu
✔	Hilary Gomes	7585	FA	gomeshilary@fhda.edu
✔	Allison Herman	7460	LA; LRC (advisory)	hermanallison@fhda.edu
✔	Maritza Jackson Sandoval	7409	CNSL	jacksonsandovalmaritza@fhda.edu
✔	Julie Jenkins		BSS	jenkinsjulie@fhda.edu
✔	Ben Kaupp		SRC	kauppben@fhda.edu
✔	Andy Lee	7783	CNSL	leeandrew@fhda.edu
✔	Don Mac Neil	7248	KA	macneildon@fhda.edu
✔	Allison Meezan	7166	BSS	meezankaren@fhda.edu
✔	Ché Meneses	7015	FA	menesesche@fhda.edu
✔	Brian Murphy		APPR	brian@pttc.edu
✔	Tim Myres		APPR	timm@smw104jatc.org
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
	Kella Svetich	7924	LA	svetichkella@fhda.edu
✔	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
✔	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
			Evaluations	
			SLO Coordinator	

Visitors

Chris Allen, Isaac Escoto, Natalie Latteri, Amy Leonard, JP Schumacher, Ram Subramaniam

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Authorizing Remote Teleconference Meetings Pursuant to Brown
Act Provisions Included in Assembly Bill (AB) 361 (Rivas)

WHEREAS, the Foothill-De Anza Community College District is committed to preserving and nurturing public access and participation in meetings of the Foothill College Curriculum Committee; and

WHEREAS, all meetings of Foothill-De Anza Community College District's legislative bodies, which include the Foothill Academic Senate and its autonomous subcommittee, the College Curriculum Committee, are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950–54963), so that any member of the public may attend, participate, and watch the District's legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, a required condition is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558; and

WHEREAS, a proclamation is made when there is an actual incident, threat of disaster, or extreme peril to the safety of persons and property within the jurisdictions that are within the District's boundaries, caused by natural, technological, or human-caused disasters; and

WHEREAS, it is further required that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a statewide emergency arising from the coronavirus (COVID-19); and

WHEREAS, on March 17, 2020, the Board of Trustees of Foothill-De Anza Community College District officially declared a state of emergency for the district; and

WHEREAS, on March 17, 2020, Governor Newsom issued Executive Order N-29-20

suspending certain provisions of the Brown Act pertaining to teleconferenced meetings; and

WHEREAS, following the issuance of Executive Order N-29-20, the Foothill College Curriculum Committee began to conduct all public meetings virtually using the Zoom teleconference platform and has continued conducting all public meetings virtually since that time; and

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-08-21, which indicated that the authorization for holding virtual meetings outlined in Executive Order N-29-20 would expire on September 30, 2021; and

WHEREAS, on September 16, 2021, Governor Newsom signed Assembly Bill (AB) 361 (Rivas) as urgency legislation to be effective immediately, which provides that legislative bodies may continue to meet remotely during a declared State of Emergency subject to certain conditions; and

WHEREAS, AB 361 amends the Brown Act (Government Code Section 54953) to add the following:

> (e)(1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:
>
> > (A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.
> > (B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.
> > (C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, AB 361 amends the Brown Act (Government Code section 54953) to add the following:

> (3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:
>
> > (A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:
    (i) The state of emergency continues to directly impact the ability of the members to meet safely in person.
    (ii) State or local officials continue to impose or recommend measures to promote social distancing.

NOW, THEREFORE, BE IT RESOLVED, that the Foothill College Curriculum Committee finds that the March 4, 2020, declaration of a State of Emergency due to the COVID-19 pandemic by Governor Gavin Newsom remains active and that the state of emergency continues to directly impact the ability of members of the public to meet safely in person.

BE IT FURTHER RESOLVED, that the Foothill College Curriculum Committee authorizes the continuation of virtual meetings pursuant to Assembly Bill 361 (Rivas); and

BE IT FURTHER RESOLVED, that this resolution shall take effect immediately upon its adoption and shall be effective until the earlier of 90 days from the date of adoption or such time the Foothill College Curriculum Committee adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend the time during which the Foothill College Curriculum Committee may continue to teleconference without compliance with paragraph (3) of subdivision (b) of Government Code section 54953.

College Curriculum Committee
Meeting Minutes
Tuesday, February 1, 2022
2:00 p.m. – 3:30 p.m.
Meeting held virtually via Zoom

Item	Discussion
1. Minutes: January 18, 2022	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** PSME: No updates to report. LRC: Trying to respond to inevitable changes due to AB 705, re: courses in TLC and STEM Center—how to offer more tutoring/courses. Language Arts: ENGL 1S & 1T might be deactivated; Ethnic Studies dept. creating new courses; SPAN dept. possibly reviving some courses. Fine Arts: Recently reviewing DL addendum forms. SRC: No updates to report. Counseling: Shared new AB 705 info w/ counselors, which prompted a lot of discussion and concern; looking forward to hearing next steps. BSS: No updates to report. Bio Health: Division CC met this morning—approved Respiratory Therapy bachelor degree; began discussing new AB 705 info, as there could be huge repercussions for Allied Health programs, which have prereq courses that cannot simply be changed quickly. Especially concerned re: potential changes to math graduation requirement. Apprenticeship: Sheet Metal dept. creating new courses. Subramaniam mentioned Kurt Hueg absent from today's meeting, so he is filling in as admin co-chair. Will work to identify third CCC dean, to replace him now that he is Interim AVP Instruction. Gilstrap mentioned AB 928, singular GE transfer pathway—no updates on possible format of GE pattern, but noted that certain faculty discipline groups have expressed concern. Particularly, Communications faculty across the state concerned re: how their courses might be affected. Mentioned ASCCC has requested feedback on this topic, which will be passed along to ICAS (shared link to feedback form w/ group).
3. Public Comment on Items Not on Agenda	No comments.
4. Announcements a. Notification of Proposed Requisites	**Speakers: CCC Team** New corequisite for C S 203A & NCBS 443A (eff. 2022-23). PSME rep shared that these are support courses for C S 3A, so although 3A doesn't require a support course coreq these do require students to also be enrolled in 3A.
b. New Program Creation Process Ad Hoc Group (meeting Friday 2/4)	Kuehnl still looking for representation from each division; currently not all divisions represented. Meeting this Friday at 1:00PM.

c. AB 705 Improvement Plan Next Steps	Subramaniam believes Institutional Research dept. sent info to Kuehnl re: faculty guiding the process and working on the required Implementation Plan. Will need close involvement with English and Math depts., with wider share-outs to other groups. PSME rep asked how detailed Improvement Plan is meant to be and if there is any way to "buy time" in order to create new courses to address new standards, for example. Kuehnl doesn't believe there is much flexibility; Gilstrap noted the CCCCO's deadline is March 11, and any type of implementation must be in place by fall 2022 (noting difficulty re: articulation). Appreciated Bio Health rep's earlier comment re: Allied Health programs, as we will need to determine new graduation requirements for math. Kuehnl will bring topic back for further discussion at next meeting.
d. Division CC Agendas	Division CC agendas will now be sent to Vanatta, who will post them on the division CC page of the CCC website (shared screen to show changes to webpage). PSME rep asked how detailed agenda must be, aside from listing upcoming action items—Kuehnl responded that ideally discussion items are included, as well. Other PSME rep asked if agenda must be sent each week, even when division CC not meeting—Kuehnl responded no, agendas needed only when meeting. Noted rcvd confirmation from ASCCC that Brown Act does not require archiving agendas, so for the time being just the upcoming/most recent division CC agenda will be posted.
e. Music Technology BDP	Music Tech dept. completed survey for second application cycle for bachelor degrees; trying to integrate w/ local process and circle back to ensure taking proper steps. Will be presenting narrative to division CC at an upcoming meeting. Vanatta asked if associate degrees will be discontinued if bachelor degrees approved (similar to Dental Hygiene)—plan is to continue to offer associate degree alongside bachelor. Bio Health rep and Gilstrap noted requirement now states associate degree must continue to be offered if bachelor degree approved and offered.
5. Consent Calendar a. GE Applications	**Speaker: Eric Kuehnl** The following GE applications were presented: Area I—ENGL 10A, HUMN 10, HUMN 14; Area II—ESLL 26. No comments. Motion to approve **M/S** (Venkataraman, Armerding). **Approved.**
6. Request to Update AA/AS Degree Minimum Proficiency List for English	**Speaker: Eric Kuehnl** Second read of request by Language Arts division to update the list of courses meeting minimum proficiency in English, for Foothill AA/AS degrees. If approved, updated list will be, "ENGL 1A or ENGL 1AH or ENGL 1S and ENGL 1T or ESLL 26." Would go into effect for the 2022-23 catalog. Bio Health rep suggested any course which had ESLL 26 listed as a requisite before it was deactivated need minimal work/process to add it back to the COR—Vanatta responded this will be discussed if request approved. PSME rep asked why ESLL 26 was deactivated—Language Arts rep responded that several members of the ESL dept. felt the course didn't make sense and the content wasn't appropriate, were concerned that because it was a prereq option for ENGL 1B, students would take it but then try to enroll in ENGL 1A (which was prohibited). Placement process has changed due to AB 705, so students who have taken ESLL 26 may now take ENGL 1A. Plus, ESL dept. has changed, and faculty eager to bring the course back; content changes have been made on the COR. Vanatta mentioned ESLL 26 has rcvd same C-ID approval as ENGL 1A, and asked if students will still be able to take both courses, given this—Gilstrap responded that if a student took both and is planning to transfer, they would not be able to get transfer credit for ENGL 1A as it is considered to have the same content as ESLL 26. Hasn't yet received transfer GE info so unsure how that will be impacted. Fong noted add'l reasons for ESLL 26

	deactivation, including it wasn't approved for UC writing requirement (which is why students wanted to also take ENGL 1A), and some were concerned that the two courses weren't being taught in the same way. Believes that within the new context re: AB 705, offering ESLL 26 provides non-native English speaking students to complete content of ENGL 1A within an ESL environment. Fong would not advocate for students to take both new version of ESLL 26 and ENGL 1A. Counseling rep asked Gilstrap if students looking to transfer to UC should take ENGL 1A instead of ESLL 26—Gilstrap responded should wait for IGETC results, but also noted that transfer always depends on the institution and major. Motion to approve **M/S** (Lee, Mac Neil). **Approved.** Vanatta mentioned list of courses which include ENGL 1A in prereq/coreq/ Advisory; CCC Team discussed and decided all CORs w/ ENGL 1A in Advisory will be updated (by Vanatta) to add ESLL 26 option, but that discussion needs to happen within dept./division to decide whether to add ESLL 26 to prereq/coreq. Bio Health rep suggested that if ESLL 26 was historically listed in requisite should be added back without issue. Group agreed that if dept. wishes to add ESLL 26 to prereq/coreq, because content is the same as ENGL 1A no additional division CC approval needed. Vanatta will email affected divisions immediately following meeting.
7. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for APCA 100, 101, 102, 104, 105, 106. No comments. *See item 12 for motion/approval details.*
8. Stand Alone Approval Requests: C S 77A, 77B	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for C S 77A, 77B. No comments. *See item 12 for motion/approval details.*
9. Stand Alone Approval Request: D A 67	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for D A 67. No comments. *See item 12 for motion/approval details.*
10. Stand Alone Approval Request: NCBS 449	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for NCBS 449. No comments. *See item 12 for motion/approval details.*
11. Stand Alone Approval Requests: NCEL 401B, 401C	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Requests for NCBS 401B, 401C. No comments. *See item 12 for motion/approval details.*
12. Stand Alone Approval Request: SPAN 51	**Speaker: Eric Kuehnl** Second read of Stand Alone Approval Request for SPAN 51. No comments. Group agreed to vote on items 7-12 as one motion. Motion to approve items 7-12 **M/S** (Kaupp, Venkataraman). **Approved.**
13. Stand Alone Approval Requests: C S 203A, NCBS 443A	**Speaker: Eric Kuehnl** First read of Stand Alone Approval Requests for C S 203A, NCBS 443A. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.

14. Guided Pathways Meta Majors Resolution	**Speaker: Eric Kuehnl**
	Guests from the Guided Pathways (GP) Team: Amy Leonard and Isaac Escoto. First read of Resolution to Approve the Foothill College Meta Major Model. Leonard presented process used to determine Meta Majors, which group certs. and degrees to assist students in finding career and academic pathways which suit individual needs. GP folks held multiple student focus groups in fall quarter, to gather feedback, followed by sorting day. Then established three models: Career & Academic Pathways, based on regional LMI, curricular alignment/overlap, TOP Code; Interdisciplinary, based on SLOs, PLOs, Program Map similarity; District Unity, based on De Anza's Villages model. Escoto noted models are a starting point and that even if a specific one is selected, college still supporting the fundamental reasons behind the others. Leonard described high level of engagement with faculty, depts., and divisions, and shared feedback which informed the Foothill Meta Major Model, which contains seven Meta Majors. Asked the group to share resolution and model with constituents and to please reach out with any questions or feedback. Meta Majors folks happy to attend any division CC meetings.
	PSME rep asked guests to describe experience for incoming student, when placed into a Meta Major, and if they're going to be assigned—Leonard responded that they're not assigned; students choose a Meta Major. Noted that currently students often have a hard time locating information about programs and understanding jargon specific to Foothill, so Meta Majors will help students better navigate programs and pathways. Will help students see variety of what Foothill offers. Escoto believes Meta Majors are a great starting point for discussion with students about their interests and type of career they might like. Emphasized that students able to change to a different Meta Major at any point. Noted that wrap-around support, although different for each Meta Major, will be available to all students, even those who aren't in that specific Meta Major. Subramaniam asked why Enterprise Networking not grouped with the rest of Computer Science—Leonard responded was based on LMI, and C S dept. determined grouping; happy to discuss further if any changes needed (for this or any other grouping).
	PSME rep would like time to be able to explain to division what Meta Majors and groupings will mean for students when they select one. Leonard likes to think they give students opportunity to explore different options and see connections between different majors. Noted that many students only figure out that they want to pursue a second major after meeting with a counselor. Bio Health rep believes Allied Health & Wellness title too narrow and doesn't accurately explain programs—Leonard responded titles not permanent and can be changed; once groupings have been approved, will follow-up with folks to discuss Meta Majors' titles. Counseling rep asked about Transfer Studies (listed in Society & Culture)—Escoto responded that these are certs. which students receive after completing CSU GE or IGETC. Also mentioned dept. chairs were involved in sorting process, and suggested folks reach out to chairs with questions about groupings. BSS rep asked if GP Team has explored examples of how courses taken by a student could apply to other majors if student wants to change—Leonard reviewed every Program Map to try to ensure courses were grouped in a such a way that during the first two quarters courses are as similar as possible. Starting with third quarter, programs tend to become very specific, so although units could be applied to another major, courses might not be directly applicable. Starting with third quarter, important for counselors to meet with students to ensure they're serious about their major selection.
	Bio Health rep noted that use of Meta Majors doesn't always fit with everything we do on campus, especially re: Allied Health programs, which

	require a lengthy application process. Emphasized that students who are interested in Allied Health programs should have a back-up plan, to possibly apply to a different program if they don't get accepted to their first choice. Subramaniam asked about next steps, following approval of resolution—Leonard responded that resolution would approve grouping of programs within each Meta Major; team would then discuss Meta Majors' titles with each dept. and make adjustments. Escoto clarified that groupings would be in place for the first few years, and after a few years there will be discussions about what has worked and what hasn't. PSME rep asked for clarification re: the final sentence in resolution, which states approval of the model—Leonard explained this refers to the groupings, and noted language on resolution can be adjusted for clarity, for second read. Subramaniam mentioned data which regularly show that after students declare a major they end up choosing something else, and wonders if this same thing might end up happening even with Meta Majors—Leonard responded that students frequently select certain majors because of branding/student awareness, and that students aren't aware of all offerings. Mentioned survey which showed that very few students drastically change their major—usually STEM students stay with STEM majors, Allied Health with Allied Health, etc.—so having these groupings within each Meta Major can help students explore similar options. Escoto noted that Meta Majors will help inform students' discussions with counselors. Leonard emphasized goal is to help catch students within first quarter or two, if their selected major is not working for them, and help them explore better options. Second read and possible action will occur at next meeting. Kuehnl noted that if approved, resolution would be referred to Academic Senate.
15. Courses not Taught in Four Years	**Speaker: Eric Kuehnl** Vanatta has prepared this year's list, noting that last year list was FYI-only and divisions weren't required to request deactivation exemptions, but process being revived for this year. Will email the list to reps/deans with instructions and form—deadline to submit forms will be Friday, March 4.
16. Adding Equity Section to COR	**Speaker: Eric Kuehnl** Topic delayed to future meeting, due to time constraint. Kuehnl asked group to think about idea of adding a new section to COR, to address equity, for upcoming discussion.
17. Good of the Order	
18. Adjournment	**3:28 PM**

Attendees: Micaela Agyare (LRC), Chris Allen (Dean—APPR), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Roosevelt Charles (Dean—CNSL), Isaac Escoto (CNSL), Valerie Fong (Dean—LA), Evan Gilstrap (Articulation Officer), Hilary Gomes (FA), Allison Herman (LA & LRC), Maritza Jackson Sandoval (CNSL), Julie Jenkins (BSS), Ben Kaupp (SRC), Eric Kuehnl (Faculty Co-Chair), Andy Lee (CNSL), Amy Leonard (De Anza), Don Mac Neil (KA), Kathryn Maurer (AS President), Allison Meezan (BSS), Ché Meneses (FA), Tim Myres (APPR), Ram Subramaniam (Interim AVP Instruction), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Course Change Request

New Course Proposal

Date Submitted: 01/31/22 10:37 am

Viewing: **APSM F180A : BUILDING AUTOMATION & CONTROLS 1**

Last edit: 02/03/22 10:19 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres

Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F180A
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 1		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of DDC control systems, using theory and hands on application as it applies to building automation controls in an HVAC system. Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Sheet Metal Apprenticeship Program.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic
Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Key: 8758

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 10:50 am

Viewing: **APSM F180B : BUILDING AUTOMATION & CONTROLS 2**

Last edit: 02/03/22 10:24 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres		
Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F180B
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 2		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of operator interfaces, using theory and hands on application as it applies to building automation controls in an HVAC system.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic

Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 10:57 am

Viewing: APSM F180C : BUILDING AUTOMATION & CONTROLS 3

Last edit: 02/03/22 10:24 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres

Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F180C
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 3		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of web-based controllers, including wiring and troubleshooting, using theory and hands on application as it applies to building automation controls in an HVAC system.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic

Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Key: 8761

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 11:12 am

Viewing: APSM F181A : BUILDING AUTOMATION & CONTROLS 4

Last edit: 02/03/22 10:25 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres

Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F181A
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 4		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of DDC controllers, including prints and sequence of operations using theory and hands on application as it applies to building automation controls in an HVAC system.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic

Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Key: 8762

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 11:20 am

Viewing: APSM F181B : BUILDING AUTOMATION & CONTROLS 5

Last edit: 02/03/22 10:26 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres

Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F181B
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 5		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of control systems programming and functions of data developed, using theory and hands on application as it applies to building automation controls in an HVAC system.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic

Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Key: 8763

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/01/22 11:27 am

Viewing: **APSM F181C : BUILDING AUTOMATION & CONTROLS 6**

Last edit: 02/03/22 10:27 am

Changes proposed by: Tim Myres (20469579)

Course Proposal Form

Faculty Author	Tim Myres

Effective Term	Summer 2023		
Subject	Apprenticeship: Sheet Metal (APSM)	Course Number	F181C
Department	Apprenticeship (A P)		
Division	Apprenticeship (1ED)		
Units	2		
Hours	40 total contact hours: 18 hours lecture, 22 hours laboratory		
Course Title	BUILDING AUTOMATION & CONTROLS 6		
Short Title			

Proposed Transferability	None
Proposed Description and Requisites:	Students will gain an overview of building automation & controls used in HVAC systems. Students will develop an understanding of BACnet, using theory and hands on application as it applies to building automation controls in an HVAC system.
Proposed Discipline	Sheet Metal

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

Certificate of Achievement in Air Conditioning Mechanic

Certificate of Achievement in Test, Adjust and Balancing (TAB) Technician

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

No

Comments & Other Relevant Information for Discussion:

New course is necessary training for employment

Reviewer Comments

Key: 8764

Preview Bridge

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	COR Editor	Requisite Course Number & Title	New/Ongoing
EMS 63A PARAMEDIC HOSPITAL SPECIALTY ROTATIONS	T. Villanueva	Prereq: EMS 60A (PARAMEDIC COGNITIVE & AFFECTIVE IA) and 60B (PARAMEDIC COGNITIVE, PSYCHOMOTOR & AFFECTIVE IB)	Ongoing
ESLL 235 LISTENING/ SPEAKING FOR ACADEMIC PURPOSES	M. McNeary	Prereq: Appropriate placement through Foothill College's placement model (i.e., guided self-placement)	Ongoing
ESLL 246 APPLIED GRAMMAR & EDITING SKILLS	M. McNeary	Coreq: Concurrent enrollment in ESLL 125, ENGL 1A, 1AH, 1B, 1BH, or 110	Ongoing
NCEL 435 LISTENING/ SPEAKING FOR ACADEMIC PURPOSES	M. McNeary	Prereq: Appropriate placement through Foothill College's placement model (i.e., guided self-placement)	New requisite for 2022-23 (to match ESLL 235)

Foothill GE application for Area I—Humanities
Approved by GE subcommittee 1/27/22
Subcommittee members: Hilary Gomes, Kella Svetich

ENGL F012A : ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY

Effective Term
Summer 2022

Subject
English (ENGL)
Course Number
F012A

Department
English (ENGL)

Division
Language Arts (1LA)

Units
4

Course Title
ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
AA-T Degree
Foothill GE

Foothill GE Status
Area VI: United States Cultures & Communities
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree and ADT in English; additionally, it satisfies the Foothill GE requirement for Area I, Humanities, and Area VI, United States Cultures & Communities.

Course Description
An exploration and close examination of varied forms of literature related to, and inspired by, the Black Panther Party for Self Defense, founded in 1966 in Oakland, California, by

Elbert Howard, Huey P. Newton, and Bobby Seale. Exploration and examination will span the organization's inception to present-day, including mission statement, biographies, novels, interviews, documentaries, government and court documents relative to allegations of criminal violations, as well as Constitutional references, and online dialogue. Exploration and examination also includes subsequent resulting literature related to past and current social concerns, such as racial discourse, Black Lives Matter, 1st and 2nd Amendment rights, as well as film productions and documentaries, and evaluation of the Black Panther Party's continuing and present-day impact on society and popular culture.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Examine, understand, and analyze the Black Panther Party's (BPP) foundational literature as established by its founding members, for historical perspectives.
2. Apply critical and theoretical criteria to evaluate perspectives, theories, and beliefs espoused by the BPP found in the literature, understanding how the literature related then and now, to discourse on the intersections of race, economic status, and gender.
3. Identify and explore various forms of BPP literature (by the BPP, and by others), and the impact of BPP literature on society in general, and on pop culture, from the party's inception to present-day.
4. Compare BPP literature to other forms of protest literature for intersectionality of common themes, and/or consistency of issues from the party's beginning to present-day.
5. Examine and understand the significance of the global response to and solidarity with the BPP, demonstrated by other social justice groups that align(ed) their goals with those of the BPP.
6. Examine the emotional toll that is often experienced by groups and the communities they serve while fighting for social justice and against systems of oppression, and methods used to encourage and maintain mental health.
7. Examine the infiltration of the BPP by government agencies, members of law enforcement, and by police informants, and the resulting literary artifacts.
8. Evaluate the BPP as a Maoist organization and the influence on literature about the BPP.

9. Understand and evaluate the BPP members' attempts to invoke open-carry laws to exercise their Second Amendment rights, and the resulting records, media representation, and literary publications about related events.

Course Content

1. Examine, understand, and analyze the Black Panther Party's (BPP) foundational literature as established by its founding members, for historical perspectives
    1. Understand the initial goals of Elbert Howard, Bobby Seale, and Huey P. Newton, founders of the Black Panther Party
    2. Examine and understand the BPP's 10-Point Plan and related subsequent literature, making connections to then-current social issues identified by the group at its inception
    3. Understand the demands of the BPP when it was started; identify the primary goals of the party (as well as its other goals), and the motivations for these goals
    4. Read and understand literary sources to understand the relevance of the demands made by the BPP at the time, and how the party and its demands were received by society in general
    5. Examine the social issues and concerns at the time of the founding of the BPP, and the relationship between these and the demands of the BPP
    6. Examine the ways in which the BPP was viewed at the time by its target membership (the underserved; local low-income communities of color), as well as by the government it held responsible for creating the living conditions that the BPP believed helped to maintain a system of inequality and oppression of poor people of color, specifically, Black Americans
2. Apply critical and theoretical criteria to evaluate perspectives, theories, and beliefs espoused by the BPP found in the literature, understanding how the literature related then and now, to discourse on the intersections of race, economic status, and gender
    1. Examine theoretical criteria to apply it to the literature of the BPP; look for connections to Critical Race Theory (CRT)
    2. Examine narrative devices present in BPP literature, and how these may or may not relate to beliefs held by BPP leaders
    3. Study historical contexts relative to the BPP's claims of systemic oppression of people of color, and subsequent government and law enforcement response
    4. Examine and understand gender implications relative to BPP organization and leadership, including the BPP's solidarity with the Gay Liberation Movement of the 1970s. Examination of homophobia and gender bias in society (and within the BPP) at the time of the BPP's inception, including complications caused by patriarchal dominant themes
    5. Psychological theories such as PTSD, and the role these play in BPP affiliation and the resulting literature

6. Ethnic and racial theories and how these relate to current discourse on race in America
7. Examine and analyze postcolonial studies that inform the BPP's goals and methods, as well as the literature written about the BPP from inception to present-day
3. Identify and explore BPP literature (by the BPP, and by others), and the impact of BPP literature on society in general, and on pop culture, from the party's inception to present-day
   1. Examine the impact of the BPP on society in general through the review of associated literature written at the founding of the BPP, through present-day
   2. Examine the extent of the BPP's influence on pop culture, from 1966, and what it has looked like in the years since the founding of the party. Examine the breadth of influence on pop culture experienced by the BPP, as well as any societal obstacles (by opposing forces, such as the U.S. government) that were possibly created or caused because of the BPP's influence on pop culture
   3. Examine the progression of development within the BPP, increasing impact and influence (directly or collaterally) of prominent party figures, Angela Davis, Bobby Seale, and Huey Newton
   4. Identify and evaluate events that took these three party figures from obscurity to pop culture icon status as a result of ties to the BPP
4. Compare BPP literature to other forms of protest literature for intersectionality of common themes, and/or consistency of issues from the party's beginning to present-day
   1. Understand how literature associated with the BPP compared or compares to other literature of protest that addresses the concerns of poor people of color in America; determine the existence of common themes and consistency of issues from the time of the BPP's inception to present-day. Examine how these themes and related issues have evolved to fit evolving issues
   2. Evaluate how the messaging of other, subsequent forms of protest literature compares to the messaging of the BPP. Identify if and where the messaging of the BPP can be seen in other protest literature that addresses issues related to poor people of color; determine if the messaging of the BPP has remained relevant, consistent, and appropriate for present-day concerns
5. Examine and understand the significance of the global response to and solidarity with the BPP, demonstrated by other social justice groups that align(ed) their goals with those of the BPP
   1. Identify ways the BPP inspired other U.S. social justice groups, as well as groups in other countries, and how these groups and how solidarity was formed between the BPP and other groups, such as The Brown Berets, The Israeli Black Panthers, The Young Lords
   2. Examine issues that facilitated international and national solidarity amongst disenfranchised groups that are often excluded from U.S. history books

3. Examine the parallels between national and global support of and alignment with the BPP, and contemporary national and global support of and alignment with the Black Lives Matter movement (BLM) and other present-day social justice groups or organizations

6. Examine the emotional toll that can be experienced by groups and the communities they serve while fighting for social justice and against systems of oppression, and methods used to encourage and maintain mental health
    1. Identify how, based on lessons learned from the BPP's experiences, as well as observations of subsequent organized efforts for social justice, contemporary groups like BLM and other groups have integrated meditation and other mindfulness practices into their organizations' structures
    2. Examine how the integration of meditation as a practice in the fight for social justice can help to minimize the emotional effects of battle fatigue associated with the continuous fight to end white supremacy
    3. Understand and evaluate the meaning and implications of Post-Traumatic Stress Disorder (PTSD) on members of social justice groups, as well as on members of the communities they serve

7. Examine the infiltration of the BPP by state and government agencies, members of law enforcement, and by police informants, and the resulting literary artifacts
    1. Examine and evaluate police and court records, and transcripts of legal proceedings
    2. Examine literature produced about this infiltration
    3. Examine and evaluate media representations of the BPP, including documentaries and docudramas

8. Evaluate the BPP as a Maoist organization and the influence on literature about the BPP
    1. Evaluate the extent to which the BPP promoted Maoist views, and viewed itself as a Maoist organization
    2. Evaluate the effects of this on the organization's structure, practices, beliefs, goals, and the resulting literature produced by the BPP and by others outside of the BPP
    3. Understand the general societal perception of the BPP based on it being viewed as a Maoist organization

9. Understand and evaluate the BPP members' attempts to invoke open-carry laws to exercise their Second Amendment rights, and resulting events
    1. Examine police and court records and court transcripts of cases involving BPP members and open-carry. Examine and evaluate media representation of these events
    2. Examine and evaluate the literature produced about these events, by BPP members and non-members
    3. Evaluate publications that examine and/or discuss disparities between application of open-carry laws for BPP members, and application of open-carry laws for other groups or organizations (NRA, et al.)

Lab Content

Not applicable.

Special Facilities and/or Equipment

When delivered via in-person classroom, no special facilities or equipment; when delivered via online course, access to computer and email is needed.

Methods of Evaluation

Methods of Evaluation
Critical papers
Class presentations and reports
Journals and portfolios
Midterm examination
Class discussion in large-group and small-group formats
Social justice/service learning project
Production of students' own creative work class project
Final exam

Method(s) of Instruction

Method(s) of Instruction
Readings of multidisciplinary texts from fields, including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music
Writing analytical responses to course materials
Engagement in social justice/service learning
Guest speakers
Field observation and field trips (where applicable and possible)
Collaborative learning and large/small group exercises
Discussion of course topics and videos in relation to relevant topics, and real life examples drawn from students' experiences and observations

Representative Text(s)

Author(s)	Title	Publication Date
Magoon, Kekla	Revolution in Our Time: The Black Panther Party's Promise to the People	2021
Walker, David F.	The Black Panther Party: A Graphic Novel History	2021

Author(s)	Title	Publication Date
Meyer, Matt, and dequi sadiki (Eds.)	Look for Me in the Whirlwind: From the Panther 21 to the 21st Century Revolutions	2017
Dyson, Omari L.	The Black Panther Party and Transformative Pedagogy	2013
Spencer, Robyn C.	The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland	2016
Bloom, Joshua, and Waldo E. Martin Jr.	Black Against Empire: The History of the Politics of the Black Panther Party	2016
Chauncey, Henry "Sam"	May Day at Yale: Recollections: The Trial of Bobby Seale and the Black Panthers	2016
Joseph, Jamal	Panther Baby: A Life of Rebellion and Reinvention	2012
Forbes, Flores	Will You Die With Me?: My Life and the Black Panther Party	2007
Jones, Charles E. (Ed.)	The Black Panther Party (reconsidered)	2005
Hilliard, David, and Lewis Cole	This Side of Glory: The Autobiography of David Hilliard and the Story of the Black Panther Party	2001
Seale, Bobby	Seize the Time: The Story of the Black Panther Party and Huey P. Newton	1996
Newton, Huey P.	War Against the Panthers: A Study of Repression in America	1996
Brown, Elaine	A Taste of Power: A Black Woman's Story	1993
Newton, Huey P.	Essays from the Minister of Defense	1960s
Cleaver, Eldridge	Soul on Ice	1968

Please provide justification for any texts that are older than 5 years
Because the Black Panther Party has been (and continues to be) written about extensively since its very inception in 1966, to thoroughly and adequately examine the various forms of literature inspired by this organization requires consultation of resources beyond the previous five years.

Other Required Materials

Berkeley Repertory Theatre. Party People. 2014. Theatrical production.

PBS. "Eyes on the Prize: William O'Neal Interview." 1990. Television.

Judas and the Black Messiah. Directed by Shaka King. 2021. Film.

Seale, Bobby, and Huey P. Newton, founders. The Black Panther. 1967 (founded). Newspaper.

Roby, Bryan. The Israeli Black Panthers and Other Mizrahi Protest Movements in Israel. 2021. Zoom presentation.

Lama Rod Owens. Undoing Patriarchy and Embodying Sacred Masculinity. 2020. Video presentation.

Ricketts, Rachel. Stepping Into Spiritual Activism. 2016-21. Online course series.

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

1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
2. Viewing and analysis, including information literacy and media regarding the Black Panther Party
3. Viewing or attending lecture series or presentations, and responding in writing
4. Analytical essays on various forms of Black Panther literature
5. Journal entries
6. Class projects and group projects
7. Reflective essays about personal reaction to material covered
8. Field trips: Black Panther Tour in Oakland; highlights some aspects of the literature, and landmark locations used by the BPP in the early days of the movement

Authorized Discipline(s):
English

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

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

Course Content: Examine the BPP's founding mission statement and other literature associated with its founding. 1. Understand what the BPP wanted when it was started. 2. Understand the relevance of the demands made by the BPP through its literature. 3. Establish how social issues at the time related to the BPP's demands. 4. Examine the way in which the BPP was viewed at the time by its target membership, as well as by the government it held responsible for fixing the problems in society that were identified by the group.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Course Content: Analyze various forms of BPP literature through interpretations and arguments in written and oral forms, offering individual opinions on the points presented by the BPP writers. 1. Active, critical participation in class discussion 2. Literary analysis/critical thinking demonstrated in formal essays. 3. Literary analysis/critical thinking demonstrated through short writing projects. 4. Understanding of literature demonstrated through class presentations.

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):

Course Content: Compare BPP literature to other forms of protest literature for common themes and/or consistency of issues. 1. Look at how other literature of protest compared to the messaging of the BPP literature at the time of from the group's inception. 2. Look at how other, subsequent forms of protest literature compare to the messaging of the BPP.

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):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

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.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must 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):

Course Objectives: Examine and analyze the Black Panther Party's foundational literature for historical perspective, as established by founding members Elbert Howard, Bobby Seale, and Huey P. Newton, including its 10-Point Plan and related and subsequent literature, making connections to then-current social issues identified by the group at its inception.

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 Objectives: Examine and analyze the Black Panther Party's foundational literature for historical perspective, as established by founding members Elbert Howard, Bobby Seale, and Huey P. Newton, including its 10-Point Plan and related and subsequent literature, making connections to then-current social issues identified by the group at its inception.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):

Course Content: Identify the impact of BPP literature on society in general and pop culture, from inception to present-day. 1. Look at the initial reaction to the formation of the BPP, as evidenced by associated literature. 2. Look at the BPP's influence on pop culture, from 1966 to now; how did/does the BPP influence via literature, popular culture? 3. Look at iconic figures borne (directly or collaterally) out of the BPP movement, such as Huey Newton, Bobby Seale, and Angela Davis, and how the literature created their super-star status.

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):

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):

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):

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):

Course Content: Examine the BPP's founding mission statement and other literature associated with its founding. 1. Understand what the BPP wanted when it was started. 2. Understand the relevance of the demands made by the BPP through its literature. 3. Establish how social issues at the time related to the BPP's demands. 4. Examine the way in which the BPP was viewed at the time by its target membership, as well as by the government it held responsible for fixing the problems in society that were identified by the group.

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):

Course Content: Apply a variety of critical and theoretical criteria to evaluate the BPP literature that is examined for the course, understanding how this literature related to perspectives on racial discourse then and now. 1. Look for Symbolic language (e.g., metaphor, synecdoche). 2. Narrative devices present in BPP literature. 3. Structural devices (e.g., epigraphs, paragraphing) 4. Historical contexts relative to the BPP's claims, and government response. 5. Gender implications. 6. Psychological theories (PTSD, etc.) 7. Ethnic and racial theories. 8. Theories of embodiment and abjection. 9. Postcolonial studies.

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Seat Count
50

Load
.100

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

123031 - English

Account Code

1320

Program Code

150100 - English

Foothill GE application for Area I—Humanities
Approved by GE subcommittee 1/27/22
Subcommittee members: Hilary Gomes, Kella Svetich

ETHN F004. : INTRODUCTION TO NATIVE AMERICAN STUDIES

Effective Term
Summer 2022

Subject
Ethnic Studies (ETHN)
Course Number
F004.

Department
English (ENGL)

Division
Language Arts (1LA)

Units
4

Course Title
INTRODUCTION TO NATIVE AMERICAN STUDIES

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VI: United States Cultures & Communities
Area I: Humanities

Need/Justification
This course satisfies the Foothill GE requirement for Area I, Humanities, and Area VI, United States Cultures & Communities.

Course Description
An introduction to interdisciplinary ethnic studies examining the history, culture, politics, issues, and contemporary experience of Native peoples using a hemispheric approach incorporating experiences of all the Americas and Polynesia. Specific attention to Native racialization, diverse ethnicities, and identities; and to decolonizing methodologies that have erased or misrepresented Native people in scholarship and cultural history. Emphasizes

indigenous ways of knowing and being, including storytelling and traditional environmental knowledge, and explores applications to the sustainability of indigenous communities in the 21st century.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.
7. Demonstrate information literacy within the contexts of Native American Studies.

Course Content

1. Analysis of complex histories, politics, legal and social issues confronting indigenous peoples in the contexts of race, Native racialization, ethnicities, and identities; U.S.

colonization, imperialism, white supremacy, Eurocentrism, and globalization, emphasizing indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity

1. Differentiation between race and ethnicity, understanding of the power dynamics of racialization within Native American contexts
2. Knowledge of and sensitivity for Native Americans' way of life, both now and prior to European contact
   1. Diversity of Native American cultures
   2. Technological achievements
   3. Adaptations to the diverse environments of North America
   4. Historical experiences and contemporary issues in the larger Western Hemisphere as well as the U.S.
3. Colonial policies and objectives developed by Europeans and how those policies led to different outcomes in different territories
   1. Land and labor acquisition
   2. Christian conversion
   3. White supremacy
   4. Removal policies, such as those of the 1830s, including how the canons of construction outlined by the Marshall court in the 1830s defined tribes as domestic dependent nations
   5. Treaty rights and violations
   6. "Civilization" policies
   7. Institutions of missions and rancheria/institutionalized violence
   8. Reservation policies
   9. Termination policies
   10. Confronting military institution
   11. Indian child welfare policies
   12. Boarding school policies
   13. Sterilization policies
4. Political and legal strategies used by Native peoples to confront the historical legacies of dispossession, genocide, social inequity, and discrimination
   1. Land rights and resistance to colonialism
   2. Indians' use of legal institutions
   3. Indian citizenship and conflict between tribes and State
   4. Political self determination and indigenous political structures, e.g., Iroquois Confederacy; historical development of tribal governments and their current functions
   5. Education policies and Native Scholars
   6. Women's rights movements, including awareness of murdered and missing indigenous women
   7. Native American grave protection and repatriation policies
   8. Casino policies in the United States
   9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)

2. Theory-based analysis of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia; emphasis on Native theory and intellectual tradition
    1. Academic theories of race and racialization (e.g., critical race theory, postcolonial theories, Orientalism, intersectionality)
    2. Native theory and scholarship
        1. Familiarity with research trends and new directions in Native American Studies
        2. Clear and effective writing about the experiences of Native American peoples
    3. The evolution of tribal citizenship as a specific category of personhood within the United States and how this racial/ethnic identity differs from that of other communities of color
    4. How indigenous people identify and organize themselves, such as tribal identification, intertribal identities and organizations, and globally (the Fourth World concept)
    5. Tribal sovereignty and Sovereign Nations
    6. Cultural diversity of Native Americans
    7. Indigenous migrants
    8. Inter- and intra-group conflicts
    9. Native ancestry and federally recognized Indians
    10. Institution of family
3. Native identities and intersectionality
    1. Theories of gender identity and sexual orientation
    2. Socioeconomic class, Marxian theories
    3. Religion and spirituality
    4. Ableism and ageism
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
    1. Stereotypes about Native Americans and how and why these images became popular over the years
    2. Narratives of indigenous empowerment in the context of colonial domination as a counterpoint to traditional colonial narratives
    3. Connections between Native creative expression and contemporary Native American issues
        1. Literature
        2. Music
        3. Visual arts
        4. Modern indigenous political art movement, such as rap and dance
        5. Sacred Sites
        6. Indigenous languages and their preservation
        7. Religious, spiritual, philosophical practices, such as the Ghost Dance
5. Service learning and ethics

1. Explore and demonstrate contributions to the sustainability of indigenous communities in the 21st century by using a "curriculum to community" approach, applying ideologies of Native movements and ways of knowing for the benefit of indigenous communities within the U.S. and abroad
2. Experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
3. Application of anti-racist principles within these ethical contexts
6. Environmental considerations
    1. Cultural resource management, such as land and water care, deforestation
    2. Climate change
    3. Sustainable agriculture
    4. Foodways, e.g., Native seeds and food protection movements, decolonizing diet
    5. Water rights and fish kill
    6. Mining and fracking
    7. Nuclear waste
    8. Protection of Sacred Sites movements
    9. Geographical/regional land resources and movements, e.g., Mauna Kea protests
7. Information literacy
    1. Knowledge of qualitative research methods
    2. The ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases (information literacy)
    3. Demonstrate the ability to develop conclusions from multiple sources

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed
2. When taught virtually, ongoing access to computer, internet, and email

Methods of Evaluation

Methods of Evaluation
Critical papers
Class presentations
Reading journals
Midterm examination
Final examination
Social justice/service learning project

Method(s) of Instruction

	Method(s) of Instruction	
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

Viewing and analyzing various media regarding contemporary issues

Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

Class discussion on relevant topics

Writing analytical responses to course materials

Actively engaging in social justice/service learning

Guest speakers

Field observation and field trips

Collaborative learning and small group exercises

Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations

Representative Text(s)

Author(s)	Title	Publication Date
De Leon, Jason	The Land of Open Graves: Living and Dying on the Migrant Trail	2015
Gilio-Whitaker, Dina	As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock	2019
Lebo, Susan	Native American Voices	2016
Mihesuah, Devon, and Elizabeth Hoover	Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health, Vol. 18 (New Directions in Native American Studies Series)	2019
Roberts, David	The Pueblo Revolt	2005

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

Texts listed older than five years are awaiting new editions; however, information in these older editions is current.

Other Required Materials

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

1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

2. Viewing and analysis, including information literacy and media regarding communities and narratives
3. Attending theater, film, or musical performances, or museums, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

Authorized Discipline(s):
Ethnic Studies

Faculty Service Area (FSA Code)
ETHNIC STUDIES

Taxonomy of Program Code (TOP Code)
2203.00 - Ethnic Studies

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources
e. demonstrate the ability to clearly and effectively write about the experiences of Native American peoples

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals
Midterm examination
Final examination
Social justice/service learning project

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

From Course Content:
7. Native theory, scholarship, and information literacy
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government

documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources
e. demonstrate the ability to clearly and effectively write about the experiences of Native American peoples

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals

From Types or Examples of Outside Assignments:
Analytical essays on readings

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):

From Course Content:
5. Service learning and ethics
a. explore contributions to the sustainability of indigenous communities in the 21st century by using a curriculum to community approach, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad
b. experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
c. application of social justice principles within these ethical contexts

From Methods of Evaluation:
Social justice/service learning project

From Methods of Instruction:
Actively engaging in social justice/service learning

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):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources

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.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must 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):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.
7. Demonstrate information literacy within the contexts of Native American Studies.

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

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):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.
7. Demonstrate information literacy within the contexts of Native American Studies.

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals; Matching course component(s):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences,

literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H3. Develop appreciation for what is significant about human life and its creations; Matching course component(s):

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H4. Make reasoned judgments that reflect ethical and aesthetic human values; Matching course component(s):

From Course Content:
5. Service learning and ethics
a. explore and demonstrate contributions to the sustainability of indigenous communities in the 21st century by using a curriculum to community approach, applying ideologies of Native movements and ways of knowing for the benefit of indigenous communities within the US and abroad
b. experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
c. application of anti-racist principles within these ethical contexts

From Methods of Evaluation:
Social justice/service learning project

From Methods of Instruction:
Actively engaging in social justice/service learning

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):

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals
Midterm examination
Final examination
Social justice/service learning project

From Methods of Instruction:
Writing analytical responses to course materials
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

Depth Mapping: Additionally, must include at least two of the following

H6. Understanding of the ambiguities, vagaries, and value inherent in human language; Matching course component(s):

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H7. Appreciation of nonverbal communication to be found in the visual and performing arts; Matching course component(s):

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature,

and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H8. Recognition of the variety of valid interpretations of artistic expression; Matching course component(s):

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
c. connections between Native creative expression and contemporary Native American issues
d. literature
e. music
f. visual arts
g. modern indigenous political art movement, such as rap and dance
h. Sacred Sites
i. indigenous languages and their preservation
j. religious, spiritual, philosophical practices, such as the Ghost Dance

From Methods of Instruction:
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music

H9. Appreciation of our common humanity within the context of diverse cultures; Matching course component(s):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S.

colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.

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):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources
e. demonstrate the ability to clearly and effectively write about the experiences of Native American peoples

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals

From Types or Examples of Outside Assignments:
Analytical essays on readings

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count
50

Load
.100

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123101 - Ethnic Studies

Account Code
1320

Program Code
220300 - Ethnic Studies

Foothill GE application for Area VI—United States Cultures & Communities
Approved by GE subcommittee 1/31/22
Subcommittee members: Milissa Carey, Scott Lankford, Lety Serna

ENGL F012A : ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY

Effective Term
Summer 2022

Subject
English (ENGL)
Course Number
F012A

Department
English (ENGL)

Division
Language Arts (1LA)

Units
4

Course Title
ALL POWER TO THE PEOPLE: LITERATURE OF THE BLACK PANTHER PARTY

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
AA-T Degree
Foothill GE

Foothill GE Status
Area VI: United States Cultures & Communities
Area I: Humanities

Need/Justification
This course is a restricted support course for the AA degree and ADT in English; additionally, it satisfies the Foothill GE requirement for Area I, Humanities, and Area VI, United States Cultures & Communities.

Course Description
An exploration and close examination of varied forms of literature related to, and inspired by, the Black Panther Party for Self Defense, founded in 1966 in Oakland, California, by

Elbert Howard, Huey P. Newton, and Bobby Seale. Exploration and examination will span the organization's inception to present-day, including mission statement, biographies, novels, interviews, documentaries, government and court documents relative to allegations of criminal violations, as well as Constitutional references, and online dialogue. Exploration and examination also includes subsequent resulting literature related to past and current social concerns, such as racial discourse, Black Lives Matter, 1st and 2nd Amendment rights, as well as film productions and documentaries, and evaluation of the Black Panther Party's continuing and present-day impact on society and popular culture.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Examine, understand, and analyze the Black Panther Party's (BPP) foundational literature as established by its founding members, for historical perspectives.
2. Apply critical and theoretical criteria to evaluate perspectives, theories, and beliefs espoused by the BPP found in the literature, understanding how the literature related then and now, to discourse on the intersections of race, economic status, and gender.
3. Identify and explore various forms of BPP literature (by the BPP, and by others), and the impact of BPP literature on society in general, and on pop culture, from the party's inception to present-day.
4. Compare BPP literature to other forms of protest literature for intersectionality of common themes, and/or consistency of issues from the party's beginning to present-day.
5. Examine and understand the significance of the global response to and solidarity with the BPP, demonstrated by other social justice groups that align(ed) their goals with those of the BPP.
6. Examine the emotional toll that is often experienced by groups and the communities they serve while fighting for social justice and against systems of oppression, and methods used to encourage and maintain mental health.
7. Examine the infiltration of the BPP by government agencies, members of law enforcement, and by police informants, and the resulting literary artifacts.
8. Evaluate the BPP as a Maoist organization and the influence on literature about the BPP.

9. Understand and evaluate the BPP members' attempts to invoke open-carry laws to exercise their Second Amendment rights, and the resulting records, media representation, and literary publications about related events.

Course Content

1. Examine, understand, and analyze the Black Panther Party's (BPP) foundational literature as established by its founding members, for historical perspectives
    1. Understand the initial goals of Elbert Howard, Bobby Seale, and Huey P. Newton, founders of the Black Panther Party
    2. Examine and understand the BPP's 10-Point Plan and related subsequent literature, making connections to then-current social issues identified by the group at its inception
    3. Understand the demands of the BPP when it was started; identify the primary goals of the party (as well as its other goals), and the motivations for these goals
    4. Read and understand literary sources to understand the relevance of the demands made by the BPP at the time, and how the party and its demands were received by society in general
    5. Examine the social issues and concerns at the time of the founding of the BPP, and the relationship between these and the demands of the BPP
    6. Examine the ways in which the BPP was viewed at the time by its target membership (the underserved; local low-income communities of color), as well as by the government it held responsible for creating the living conditions that the BPP believed helped to maintain a system of inequality and oppression of poor people of color, specifically, Black Americans
2. Apply critical and theoretical criteria to evaluate perspectives, theories, and beliefs espoused by the BPP found in the literature, understanding how the literature related then and now, to discourse on the intersections of race, economic status, and gender
    1. Examine theoretical criteria to apply it to the literature of the BPP; look for connections to Critical Race Theory (CRT)
    2. Examine narrative devices present in BPP literature, and how these may or may not relate to beliefs held by BPP leaders
    3. Study historical contexts relative to the BPP's claims of systemic oppression of people of color, and subsequent government and law enforcement response
    4. Examine and understand gender implications relative to BPP organization and leadership, including the BPP's solidarity with the Gay Liberation Movement of the 1970s. Examination of homophobia and gender bias in society (and within the BPP) at the time of the BPP's inception, including complications caused by patriarchal dominant themes
    5. Psychological theories such as PTSD, and the role these play in BPP affiliation and the resulting literature

6. Ethnic and racial theories and how these relate to current discourse on race in America
7. Examine and analyze postcolonial studies that inform the BPP's goals and methods, as well as the literature written about the BPP from inception to present-day
3. Identify and explore BPP literature (by the BPP, and by others), and the impact of BPP literature on society in general, and on pop culture, from the party's inception to present-day
   1. Examine the impact of the BPP on society in general through the review of associated literature written at the founding of the BPP, through present-day
   2. Examine the extent of the BPP's influence on pop culture, from 1966, and what it has looked like in the years since the founding of the party. Examine the breadth of influence on pop culture experienced by the BPP, as well as any societal obstacles (by opposing forces, such as the U.S. government) that were possibly created or caused because of the BPP's influence on pop culture
   3. Examine the progression of development within the BPP, increasing impact and influence (directly or collaterally) of prominent party figures, Angela Davis, Bobby Seale, and Huey Newton
   4. Identify and evaluate events that took these three party figures from obscurity to pop culture icon status as a result of ties to the BPP
4. Compare BPP literature to other forms of protest literature for intersectionality of common themes, and/or consistency of issues from the party's beginning to present-day
   1. Understand how literature associated with the BPP compared or compares to other literature of protest that addresses the concerns of poor people of color in America; determine the existence of common themes and consistency of issues from the time of the BPP's inception to present-day. Examine how these themes and related issues have evolved to fit evolving issues
   2. Evaluate how the messaging of other, subsequent forms of protest literature compares to the messaging of the BPP. Identify if and where the messaging of the BPP can be seen in other protest literature that addresses issues related to poor people of color; determine if the messaging of the BPP has remained relevant, consistent, and appropriate for present-day concerns
5. Examine and understand the significance of the global response to and solidarity with the BPP, demonstrated by other social justice groups that align(ed) their goals with those of the BPP
   1. Identify ways the BPP inspired other U.S. social justice groups, as well as groups in other countries, and how these groups and how solidarity was formed between the BPP and other groups, such as The Brown Berets, The Israeli Black Panthers, The Young Lords
   2. Examine issues that facilitated international and national solidarity amongst disenfranchised groups that are often excluded from U.S. history books

3. Examine the parallels between national and global support of and alignment with the BPP, and contemporary national and global support of and alignment with the Black Lives Matter movement (BLM) and other present-day social justice groups or organizations

6. Examine the emotional toll that can be experienced by groups and the communities they serve while fighting for social justice and against systems of oppression, and methods used to encourage and maintain mental health
   1. Identify how, based on lessons learned from the BPP's experiences, as well as observations of subsequent organized efforts for social justice, contemporary groups like BLM and other groups have integrated meditation and other mindfulness practices into their organizations' structures
   2. Examine how the integration of meditation as a practice in the fight for social justice can help to minimize the emotional effects of battle fatigue associated with the continuous fight to end white supremacy
   3. Understand and evaluate the meaning and implications of Post-Traumatic Stress Disorder (PTSD) on members of social justice groups, as well as on members of the communities they serve

7. Examine the infiltration of the BPP by state and government agencies, members of law enforcement, and by police informants, and the resulting literary artifacts
   1. Examine and evaluate police and court records, and transcripts of legal proceedings
   2. Examine literature produced about this infiltration
   3. Examine and evaluate media representations of the BPP, including documentaries and docudramas

8. Evaluate the BPP as a Maoist organization and the influence on literature about the BPP
   1. Evaluate the extent to which the BPP promoted Maoist views, and viewed itself as a Maoist organization
   2. Evaluate the effects of this on the organization's structure, practices, beliefs, goals, and the resulting literature produced by the BPP and by others outside of the BPP
   3. Understand the general societal perception of the BPP based on it being viewed as a Maoist organization

9. Understand and evaluate the BPP members' attempts to invoke open-carry laws to exercise their Second Amendment rights, and resulting events
   1. Examine police and court records and court transcripts of cases involving BPP members and open-carry. Examine and evaluate media representation of these events
   2. Examine and evaluate the literature produced about these events, by BPP members and non-members
   3. Evaluate publications that examine and/or discuss disparities between application of open-carry laws for BPP members, and application of open-carry laws for other groups or organizations (NRA, et al.)

Lab Content

Not applicable.

Special Facilities and/or Equipment

When delivered via in-person classroom, no special facilities or equipment; when delivered via online course, access to computer and email is needed.

Methods of Evaluation

Methods of Evaluation
Critical papers
Class presentations and reports
Journals and portfolios
Midterm examination
Class discussion in large-group and small-group formats
Social justice/service learning project
Production of students' own creative work class project
Final exam

Method(s) of Instruction

Method(s) of Instruction
Readings of multidisciplinary texts from fields, including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music
Writing analytical responses to course materials
Engagement in social justice/service learning
Guest speakers
Field observation and field trips (where applicable and possible)
Collaborative learning and large/small group exercises
Discussion of course topics and videos in relation to relevant topics, and real life examples drawn from students' experiences and observations

Representative Text(s)

Author(s)	Title	Publication Date
Magoon, Kekla	Revolution in Our Time: The Black Panther Party's Promise to the People	2021
Walker, David F.	The Black Panther Party: A Graphic Novel History	2021

Author(s)	Title	Publication Date
Meyer, Matt, and dequi sadiki (Eds.)	Look for Me in the Whirlwind: From the Panther 21 to the 21st Century Revolutions	2017
Dyson, Omari L.	The Black Panther Party and Transformative Pedagogy	2013
Spencer, Robyn C.	The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland	2016
Bloom, Joshua, and Waldo E. Martin Jr.	Black Against Empire: The History of the Politics of the Black Panther Party	2016
Chauncey, Henry "Sam"	May Day at Yale: Recollections: The Trial of Bobby Seale and the Black Panthers	2016
Joseph, Jamal	Panther Baby: A Life of Rebellion and Reinvention	2012
Forbes, Flores	Will You Die With Me?: My Life and the Black Panther Party	2007
Jones, Charles E. (Ed.)	The Black Panther Party (reconsidered)	2005
Hilliard, David, and Lewis Cole	This Side of Glory: The Autobiography of David Hilliard and the Story of the Black Panther Party	2001
Seale, Bobby	Seize the Time: The Story of the Black Panther Party and Huey P. Newton	1996
Newton, Huey P.	War Against the Panthers: A Study of Repression in America	1996
Brown, Elaine	A Taste of Power: A Black Woman's Story	1993
Newton, Huey P.	Essays from the Minister of Defense	1960s
Cleaver, Eldridge	Soul on Ice	1968

Please provide justification for any texts that are older than 5 years
Because the Black Panther Party has been (and continues to be) written about extensively since its very inception in 1966, to thoroughly and adequately examine the various forms of literature inspired by this organization requires consultation of resources beyond the previous five years.

Other Required Materials

Berkeley Repertory Theatre. Party People. 2014. Theatrical production.

PBS. "Eyes on the Prize: William O'Neal Interview." 1990. Television.

Judas and the Black Messiah. Directed by Shaka King. 2021. Film.

Seale, Bobby, and Huey P. Newton, founders. The Black Panther. 1967 (founded). Newspaper.

Roby, Bryan. The Israeli Black Panthers and Other Mizrahi Protest Movements in Israel. 2021. Zoom presentation.

Lama Rod Owens. Undoing Patriarchy and Embodying Sacred Masculinity. 2020. Video presentation.

Ricketts, Rachel. Stepping Into Spiritual Activism. 2016-21. Online course series.

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

1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
2. Viewing and analysis, including information literacy and media regarding the Black Panther Party
3. Viewing or attending lecture series or presentations, and responding in writing
4. Analytical essays on various forms of Black Panther literature
5. Journal entries
6. Class projects and group projects
7. Reflective essays about personal reaction to material covered
8. Field trips: Black Panther Tour in Oakland; highlights some aspects of the literature, and landmark locations used by the BPP in the early days of the movement

Authorized Discipline(s):
English

Faculty Service Area (FSA Code)
ENGLISH

Taxonomy of Program Code (TOP Code)
1501.00 - English

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

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

Course Content: Examine the BPP's founding mission statement and other literature associated with its founding. 1. Understand what the BPP wanted when it was started. 2. Understand the relevance of the demands made by the BPP through its literature. 3. Establish how social issues at the time related to the BPP's demands. 4. Examine the way in which the BPP was viewed at the time by its target membership, as well as by the government it held responsible for fixing the problems in society that were identified by the group.

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

Course Content: Analyze various forms of BPP literature through interpretations and arguments in written and oral forms, offering individual opinions on the points presented by the BPP writers. 1. Active, critical participation in class discussion 2. Literary analysis/critical thinking demonstrated in formal essays. 3. Literary analysis/critical thinking demonstrated through short writing projects. 4. Understanding of literature demonstrated through class presentations.

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):

Course Content: Compare BPP literature to other forms of protest literature for common themes and/or consistency of issues. 1. Look at how other literature of protest compared to the messaging of the BPP literature at the time of from the group's inception. 2. Look at how other, subsequent forms of protest literature compare to the messaging of the BPP.

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):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

Depth Criteria for Area VI – United States Cultures & Communities

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities must include all of the following student learning outcomes:
U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities must include at least three of the following student learning outcomes:
U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination; Matching course component(s):

Course Content: Examine the BPP's founding mission statement and other literature associated with its founding. 1. Understand what the BPP wanted when it was started. 2. Understand the relevance of the demands made by the BPP through its literature. 3. Establish how social issues at the time related to the BPP's demands. 4. Examine the way in which the BPP was viewed at the time by its target membership, as well as by the government it held responsible for fixing the problems in society that were identified by the group.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures; Matching course component(s):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others. Matching course component(s):

Course Content: Analyze various forms of BPP literature through interpretations and arguments in written and oral forms, offering individual opinions on the points presented by the BPP writers. 1. Active, critical participation in class discussion 2. Literary analysis/critical thinking demonstrated in formal essays. 3. Literary analysis/critical thinking demonstrated through short writing projects. 4. Understanding of literature demonstrated through class presentations.

Depth Mapping: Additionally, must include at least three of the following

U4. Critically examine the contributions of many groups to a particular aspect of United States culture; Matching course component(s):

Course Content: Identify the impact of BPP literature on society in general and pop culture, from inception to present-day. 1. Look at the initial reaction to the formation of the BPP, as evidenced by associated literature. 2. Look at the BPP's influence on pop culture, from 1966 to now; how did/does the BPP influence via literature, popular culture? 3. Look at iconic figures borne (directly or collaterally) out of the BPP movement, such as Huey Newton, Bobby Seale, and Angela Davis, and how the literature created their super-star status.

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture; Matching course component(s):

Course Objectives: Apply a variety of critical and theoretical criteria to evaluate the literature that is examined for the course, understanding how this literature relates to current perspectives on racial discourse.

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society; Matching course component(s):

Course Content: Apply a variety of critical and theoretical criteria to evaluate the BPP literature that is examined for the course, understanding how this literature related to perspectives on racial discourse then and now. 1. Look for Symbolic language (e.g., metaphor, synecdoche). 2. Narrative devices present in BPP literature. 3. Structural devices (e.g., epigraphs, paragraphing) 4. Historical contexts relative to the BPP's claims, and government response. 5. Gender implications. 6. Psychological theories (PTSD, etc.) 7. Ethnic and racial theories. 8. Theories of embodiment and abjection. 9. Postcolonial studies.

U7. Explain culture as a concept and how it can unite or divide people into various groups; Matching course component(s):

Course Content: Examine the BPP's founding mission statement and other literature associated with its founding. 1. Understand what the BPP wanted when it was started. 2. Understand the relevance of the demands made by the BPP through its literature. 3. Establish how social issues at the time related to the BPP's demands. 4. Examine the way in which the BPP was viewed at the time by its target membership, as well as by the government it held responsible for fixing the problems in society that were identified by the group.

U8. Apply information about groups presented in the class to contemporary social and cultural relations; Matching course component(s):

Course Content: Compare BPP literature to other forms of protest literature for common themes and/or consistency of issues. 1. Look at how other literature of protest compared to the messaging of the BPP literature at the time of from the group's inception. 2. Look at how other, subsequent forms of protest literature compare to the messaging of the BPP.

U9. Analyze and interpret how culture shapes human development and behavior. Matching course component(s):

<mark>Course Objectives: Examine and analyze the BPP's foundational literature, including the mission statement, and subsequent literature, making connections to relevant social issues identified by the group at its inception.</mark>

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count
50

Load
.100

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
123031 - English

Account Code
1320

Program Code
150100 - English

Foothill GE application for Area VI—United States Cultures & Communities
Approved by GE subcommittee 1/31/22
Subcommittee members: Milissa Carey, Scott Lankford, Lety Serna

ETHN F004. : INTRODUCTION TO NATIVE AMERICAN STUDIES

Effective Term
Summer 2022

Subject
Ethnic Studies (ETHN)
Course Number
F004.

Department
English (ENGL)

Division
Language Arts (1LA)

Units
4

Course Title
INTRODUCTION TO NATIVE AMERICAN STUDIES

Former ID

Cross Listed

Related Courses

Maximum Units
4

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
4

Weekly Lab Hours
0

Weekly Out of Class Hours
8

Special Hourly Notation

Total Contact Hours
48

Total Student Learning Hours
144

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
Foothill GE

Foothill GE Status
Area VI: United States Cultures & Communities
Area I: Humanities

Need/Justification
This course satisfies the Foothill GE requirement for Area I, Humanities, and Area VI, United States Cultures & Communities.

Course Description
An introduction to interdisciplinary ethnic studies examining the history, culture, politics, issues, and contemporary experience of Native peoples using a hemispheric approach incorporating experiences of all the Americas and Polynesia. Specific attention to Native racialization, diverse ethnicities, and identities; and to decolonizing methodologies that have erased or misrepresented Native people in scholarship and cultural history. Emphasizes

indigenous ways of knowing and being, including storytelling and traditional environmental knowledge, and explores applications to the sustainability of indigenous communities in the 21st century.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.
7. Demonstrate information literacy within the contexts of Native American Studies.

Course Content

1. Analysis of complex histories, politics, legal and social issues confronting indigenous peoples in the contexts of race, Native racialization, ethnicities, and identities; U.S.

colonization, imperialism, white supremacy, Eurocentrism, and globalization, emphasizing indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity

1. Differentiation between race and ethnicity, understanding of the power dynamics of racialization within Native American contexts
2. Knowledge of and sensitivity for Native Americans' way of life, both now and prior to European contact
    1. Diversity of Native American cultures
    2. Technological achievements
    3. Adaptations to the diverse environments of North America
    4. Historical experiences and contemporary issues in the larger Western Hemisphere as well as the U.S.
3. Colonial policies and objectives developed by Europeans and how those policies led to different outcomes in different territories
    1. Land and labor acquisition
    2. Christian conversion
    3. White supremacy
    4. Removal policies, such as those of the 1830s, including how the canons of construction outlined by the Marshall court in the 1830s defined tribes as domestic dependent nations
    5. Treaty rights and violations
    6. "Civilization" policies
    7. Institutions of missions and rancheria/institutionalized violence
    8. Reservation policies
    9. Termination policies
    10. Confronting military institution
    11. Indian child welfare policies
    12. Boarding school policies
    13. Sterilization policies
4. Political and legal strategies used by Native peoples to confront the historical legacies of dispossession, genocide, social inequity, and discrimination
    1. Land rights and resistance to colonialism
    2. Indians' use of legal institutions
    3. Indian citizenship and conflict between tribes and State
    4. Political self determination and indigenous political structures, e.g., Iroquois Confederacy; historical development of tribal governments and their current functions
    5. Education policies and Native Scholars
    6. Women's rights movements, including awareness of murdered and missing indigenous women
    7. Native American grave protection and repatriation policies
    8. Casino policies in the United States
    9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)

2. Theory-based analysis of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia; emphasis on Native theory and intellectual tradition
    1. Academic theories of race and racialization (e.g., critical race theory, postcolonial theories, Orientalism, intersectionality)
    2. Native theory and scholarship
        1. Familiarity with research trends and new directions in Native American Studies
        2. Clear and effective writing about the experiences of Native American peoples
    3. The evolution of tribal citizenship as a specific category of personhood within the United States and how this racial/ethnic identity differs from that of other communities of color
    4. How indigenous people identify and organize themselves, such as tribal identification, intertribal identities and organizations, and globally (the Fourth World concept)
    5. Tribal sovereignty and Sovereign Nations
    6. Cultural diversity of Native Americans
    7. Indigenous migrants
    8. Inter- and intra-group conflicts
    9. Native ancestry and federally recognized Indians
    10. Institution of family
3. Native identities and intersectionality
    1. Theories of gender identity and sexual orientation
    2. Socioeconomic class, Marxian theories
    3. Religion and spirituality
    4. Ableism and ageism
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
    1. Stereotypes about Native Americans and how and why these images became popular over the years
    2. Narratives of indigenous empowerment in the context of colonial domination as a counterpoint to traditional colonial narratives
    3. Connections between Native creative expression and contemporary Native American issues
        1. Literature
        2. Music
        3. Visual arts
        4. Modern indigenous political art movement, such as rap and dance
        5. Sacred Sites
        6. Indigenous languages and their preservation
        7. Religious, spiritual, philosophical practices, such as the Ghost Dance
5. Service learning and ethics

1. Explore and demonstrate contributions to the sustainability of indigenous communities in the 21st century by using a "curriculum to community" approach, applying ideologies of Native movements and ways of knowing for the benefit of indigenous communities within the U.S. and abroad
2. Experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
3. Application of anti-racist principles within these ethical contexts
6. Environmental considerations
   1. Cultural resource management, such as land and water care, deforestation
   2. Climate change
   3. Sustainable agriculture
   4. Foodways, e.g., Native seeds and food protection movements, decolonizing diet
   5. Water rights and fish kill
   6. Mining and fracking
   7. Nuclear waste
   8. Protection of Sacred Sites movements
   9. Geographical/regional land resources and movements, e.g., Mauna Kea protests
7. Information literacy
   1. Knowledge of qualitative research methods
   2. The ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases (information literacy)
   3. Demonstrate the ability to develop conclusions from multiple sources

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. When taught on campus, no special facility or equipment needed
2. When taught virtually, ongoing access to computer, internet, and email

Methods of Evaluation

Methods of Evaluation
Critical papers
Class presentations
Reading journals
Midterm examination
Final examination
Social justice/service learning project

Method(s) of Instruction

Method(s) of Instruction
Readings of multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies
Viewing and analyzing various media regarding contemporary issues
Viewing/observing/hearing cultural artifacts, including art, performance, film, theater, music
Class discussion on relevant topics
Writing analytical responses to course materials
Actively engaging in social justice/service learning
Guest speakers
Field observation and field trips
Collaborative learning and small group exercises
Discussion of course topics and videos in relation to real life examples drawn from students' experiences and observations

Representative Text(s)

Author(s)	Title	Publication Date
De Leon, Jason	The Land of Open Graves: Living and Dying on the Migrant Trail	2015
Gilio-Whitaker, Dina	As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock	2019
Lebo, Susan	Native American Voices	2016
Mihesuah, Devon, and Elizabeth Hoover	Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health, Vol. 18 (New Directions in Native American Studies Series)	2019
Roberts, David	The Pueblo Revolt	2005

Please provide justification for any texts that are older than 5 years
Texts listed older than five years are awaiting new editions; however, information in these older editions is current.

Other Required Materials

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

1. Reading multidisciplinary texts from fields including history, social and political sciences, literature, cultural studies

2. Viewing and analysis, including information literacy and media regarding communities and narratives
3. Attending theater, film, or musical performances, or museums, and responding in writing
4. Analytical essays on readings
5. Journal entries
6. Social justice/service learning project (e.g., Foothill Research and Service Learning Symposium)
7. Group projects
8. Reflective essays on personal experiences or interviews

Authorized Discipline(s):
Ethnic Studies

Faculty Service Area (FSA Code)
ETHNIC STUDIES

Taxonomy of Program Code (TOP Code)
2203.00 - Ethnic Studies

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources
e. demonstrate the ability to clearly and effectively write about the experiences of Native American peoples

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals
Midterm examination
Final examination
Social justice/service learning project

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

From Course Content:
7. Native theory, scholarship, and information literacy
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language. Matching course component(s):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government

documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources
e. demonstrate the ability to clearly and effectively write about the experiences of Native American peoples

From Methods of Evaluation:
Critical papers
Class presentations
Reading journals

From Types or Examples of Outside Assignments:
Analytical essays on readings

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):

From Course Content:
5. Service learning and ethics
a. explore contributions to the sustainability of indigenous communities in the 21st century by using a curriculum to community approach, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad
b. experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
c. application of social justice principles within these ethical contexts

From Methods of Evaluation:
Social justice/service learning project

From Methods of Instruction:
Actively engaging in social justice/service learning

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):

From Course Content:
7. Native theory, scholarship, and information literacy
a. familiarity with research trends and new directions in Native American Studies
b. knowledge of qualitative research methods
c. the ability to analyze and interpret data and sources, e.g., census data, government documents, policy statements, and court cases. (information literacy)
d. demonstrate the ability to develop conclusions from multiple sources

Depth Criteria for Area VI – United States Cultures & Communities

United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.

Courses meeting the GE requirement in United States Cultures and Communities must include all of the following student learning outcomes:
U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.
U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.
U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.

In addition, courses meeting the GE requirement for United States Cultures and Communities must include at least three of the following student learning outcomes:
U4. Critically examine the contributions of many groups to a particular aspect of United States culture;
U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture;
U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society;
U7. Explain culture as a concept and how it can unite or divide people into various groups;
U8. Apply information about groups presented in the class to contemporary social and cultural relations;
U9. Analyze and interpret how culture shapes human development and behavior.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination; Matching course component(s):

colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.
5. Analyze and demonstrate understanding of the ways in which "helping" indigenous communities requires a thorough consideration of the ethics of service.
6. Examine Native movements in relation to environmental considerations.

U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures; Matching course component(s):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
3. Evaluate and analyze with theory Native identities as those intersect with gender and sexuality, socioeconomic class, religion and spirituality, age, ability, and other positionalities of marginalization.
4. Critically examine the ways in which traditional fields such as history, anthropology, archaeology, literature, and the arts have generated narratives of disappearance and invisibility, explaining how indigenous knowledge, histories, material and nonmaterial culture, and landscapes can be critically decolonized.

U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others. Matching course component(s):

From Course Objectives and Content:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.

4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
a. stereotypes about Native Americans and explain how and why these images became popular over the years
b. narratives of indigenous empowerment in the context of colonial domination as a counterpoint to traditional colonial narratives

5. Service learning and ethics
a. explore contributions to the sustainability of indigenous communities in the 21st century by using a curriculum to community approach, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad
b. experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
c. application of anti-racist principles within these ethical contexts

Depth Mapping: Additionally, must include at least three of the following

U4. Critically examine the contributions of many groups to a particular aspect of United States culture; Matching course component(s):

From Course Objectives:
1. Analyze the complex histories, politics, legal and social issues confronting indigenous peoples within the contexts of race, Native racialization, ethnicities, and identities; U.S. colonization, imperialism, white supremacy, Eurocentrism, and globalization. Student will understand race and ethnicity as social constructs, emphasizing the resiliency of indigenous peoples as equal partners with self-determination, avoiding the simplistic and reductive tropes of victimhood, passivity, and other "problem-oriented" depictions of Native Peoples.
2. Analyze, using relevant theory, the framing of identities within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia. Emphasis on how indigenous theory and indigenous intellectual traditions have redefined Native peoples' scholarship, demonstrating understanding of connections to Native American issues.
4. Critically examine the ways in which traditional fields such as history, anthropology,

U5. Evaluate and analyze the interaction of at least one marginalized culture with the dominant U.S. culture; Matching course component(s):

U6. Evaluate and analyze the interaction between at least two marginalized cultures or communities within the framework of United States society; Matching course component(s):

From Course Content:
2. Identity within indigenous communities, including populations in North America (the U.S., Canada, and Mexico), Central America, South America, and Polynesia
a. the evolution of tribal citizenship as a specific category of personhood within the United States and how this identity differs from that of other communities of color.
b. how indigenous people identify and organize themselves, such as tribal identification, intertribal identities and organizations, and globally (the Fourth World concept).
d. cultural diversity of Native Americans
f. inter- and intra-group conflicts

U7. Explain culture as a concept and how it can unite or divide people into various groups; Matching course component(s):

U8. Apply information about groups presented in the class to contemporary social and cultural relations; Matching course component(s):

From Course Content:
4. Decolonization of indigenous narratives by history, anthropology, archaeology, literature, and the arts through Native cultural narratives and artifacts
a. stereotypes about Native Americans and explain how and why these images became popular over the years
b. narratives of indigenous empowerment in the context of colonial domination as a counterpoint to traditional colonial narratives
c. connections between Native creative expression and contemporary Native American issues
i. literature
ii. music
iii. visual arts
iv. modern indigenous political art movement, such as rap and dance
v. Sacred Sites
vi. indigenous languages and their preservation
vii. religious, spiritual, philosophical practices, such as the Ghost Dance
5. Environmental considerations
a. cultural resource management, such as land and water care, deforestation
b. climate change
c. sustainable agriculture
d. foodways, e.g., Native seeds and food protection movements, decolonizing diet
e. water rights and fish kill
f. mining and fracking

g. nuclear waste
h. protection of Sacred Sites movements
i. geographical/regional land resources and movements, e.g., Mauna Kea protests
5. Service learning and ethics
a. explore contributions to the sustainability of indigenous communities in the 21st century by using a curriculum to community approach, applying Native ways of knowing for the benefit of indigenous communities within the US and abroad
b. experiential knowledge through community service learning defined by communities rather than by the researcher's own interest
c. application of social justice principles within these ethical contexts

U9. Analyze and interpret how culture shapes human development and behavior. Matching course component(s):

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date
10/18/21

Division Dean Only

Seat Count
50

Load
.100

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code

123101 - Ethnic Studies

Account Code
1320

Program Code
220300 - Ethnic Studies

Foothill GE application for Area VII—Lifelong Learning
Approved by GE subcommittee 1/31/22
Subcommittee members: Rita O'Loughlin, Lety Serna, Kay Thornton

KINS F049. : MANAGING PHYSICAL STRESS

Effective Term
Summer 2022

Subject
Kinesiology (KINS)
Course Number
F049.

Department
Kinesiology (KINS)

Division
Kinesiology and Athletics (1PE)

Units
3

Course Title
MANAGING PHYSICAL STRESS

 Former ID

Cross Listed

Related Courses

Maximum Units
3

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
3

Weekly Lab Hours
0

Weekly Out of Class Hours
6

Special Hourly Notation

Total Contact Hours
36

Total Student Learning Hours
108

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Applicable

Is Basic Skills applicable to this course?
No

Grading
Letter Grade (Request for Pass/No Pass)

Will credit by exam be allowed for this course?
No

Honors
No

Distance Learning
No

Degree or Certificate Requirement
AA Degree
Foothill GE

Foothill GE Status
Area VII: Lifelong Learning

Need/Justification
This course is a required core course for the AA degree in Physical Education and satisfies the Foothill GE requirement for Area VII, Lifelong Learning.

Course Description
This course is an introduction to physical techniques that effectively relieve stress related physical problems through the lens of kinesiology. Students will be exposed to information on how lifestyle, environment and society affect physical stress and the ability to successfully manage it. Students will develop and implement a personal stress reduction program using physical activities, including but not limited to massage, meditation, breathing exercises, mindfulness, aerobic exercises and pain control techniques.

Course Prerequisites

Course Corequisites

Course Advisories

Course Objectives

The student will be able to:

1. Develop an understanding of stress and how it can negatively affect the human mind and body.
2. Understand the connection with physical stress and emotional health and the physiological repercussions of prolonged stress.
3. Evaluate different causes of stress and isolate physical and psychosocial manifestations.
4. Identify how lifestyle, age, gender, personality, society and occupation affect stress.
5. Develop an understanding of a variety of effective coping skills and complete exercises to practice how these skills can be applied daily.
6. Evaluate communication skills in the Information Age and identify challenges in expressing one's own thoughts and feelings and effective communication.
7. Identify effective relaxation techniques.
8. Apply the mechanics of diaphragmatic breathing and breathing exercises to improve lung capacity and induce relaxation.
9. Develop an understanding of how diet affects personal stress levels.
10. Understand how physical exercise in the correct amount is needed for optimal living.
11. Understand the origin of Ecotherapy and the physiological effects of spending time in nature.

Course Content

1. Develop an understanding of stress and how it can negatively affect the human mind and body
   1. Definition of stress and understanding of how stress is manifested differently amongst people
   2. Eustress and distress
      1. The optimal amount of stress
   3. Societal, cultural, and job related stress
      1. Social stress in America and the influence on health
2. Understand the connection with physical stress and emotional health and the physiological repercussions of prolonged stress
   1. The sociology of stress

1. The fight flight response, the physiological response to stress
    2. Stress and the immune system
        1. Connection with disease
        2. Immune system disorders
    3. Stress emotions
3. Evaluate different causes of stress and isolate physical and psychosocial manifestations
    1. One week stress log
    2. Personal stress inventory
    3. Posture, flexibility and breathing analysis
    4. Painful point analysis
4. Identify how lifestyle, age, gender, personality, society and occupation affect stress
    1. Discuss motivators to behavior change in stress reduction
    2. Strategies for successfully changing your lifestyle
        1. Motivators
        2. Self-discipline
        3. Reinforcing proper behavior
    3. Impacts to society with increased stressors amongst people
    4. General stress reduction tips
5. Develop an understanding of a variety of effective coping skills and complete exercises to practice how these skills can be applied daily
    1. Creating a positive mind set
        1. Explore situations and practice reframing through a positive mind set
    2. Setting healthy boundaries
    3. Effective resource management
        1. Identifying ways to improve managing time and money
    4. Creative problem solving
        1. Explore practical exercises to creatively solve any real life problem
6. Evaluate communication skills in the Information Age and identify challenges in expressing one's own thoughts and feelings and effective communication
    1. Communication skills/styles in a technological world
    2. Ways to improve communication to reduce stress
    3. Identify current hurdles to communication in today's society
        1. Legal ramifications and ethical boundaries to communication on social platforms or other technologies
7. Knowledge of effective relaxation techniques
    1. Explore mindfulness and the connection to stress reduction
        1. Meditation
        2. Music
        3. Calm/Breathing
    2. Hatha yoga
        1. Learn how yoga has developed from primarily an Eastern practice to mainstream mind-body exercises in the United States
        2. Learn how yoga can be utilized as a stress reduction technique

8. Apply the mechanics of diaphragmatic breathing and breathing exercises to improve lung capacity and induce relaxation
    1. The mechanics of proper breathing
    2. The action of the diaphragm during inhalation and exhalation
    3. Common breathing faults
    4. Breathing and stress
9. Develop an understanding of how diet affects personal stress levels
    1. Explore relationship between stress and nutrient deficiencies
    2. Understand essential nutrients for healthy living
    3. Identify foods that trigger a stress response
    4. Impacts food has on the immune system
10. Understand how physical exercise in the correct amount is needed for optimal living
    1. Understand connection with stress and cortisol levels
        1. Impact of physical exercise on cortisol levels
    2. Physical exercise and connection to mental health
    3. Understanding correct application of physical exercise for optimal health
11. Knowledge of the origin of Ecotherapy and the physiological effects of spending time in nature
    1. Originally a discipline of psychology
        1. Impact to mind-body-spirit
    2. Nature deficit disorder
    3. Effects of exposure to nature

Lab Content

Not applicable.

Special Facilities and/or Equipment
1. Student may want yoga mat to perform some of the stretching/breathing exercises.
2. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

Methods of Evaluation

Methods of Evaluation
All written assignments will be evaluated on content and completeness
Physical skill practice assignments will be evaluated on completeness and content of reflection
Breathing exercises will be evaluated on completion and content of written reflection
Graded multiple-choice midterm exam based on the class text, lecture notes, media sources and instructor generated handouts
Graded written comprehensive final exam based on the textbook readings, skills activities, instructor generated handouts, and other media sources

Method(s) of Instruction

Method(s) of Instruction
Lecture/demonstration
Visual aids
Discussion of assigned reading
Discussion and problem solving performed in class
Homework and extended projects
Collaborative learning and small group exercises
Visual auditory and tactile demonstration of stress reduction techniques

Representative Text(s)

Author(s)	Title	Publication Date
Seaward, Brian Luke	Essentials of Managing Stress, 4th ed.	2017

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

1. Reading
    1. Assigned readings from the class textbook
    2. Review of instructor generated handouts on managing and reducing stress
    3. Review online sources on stress management and activities for helping to reduce physical stress
2. Writing
    1. Complete a Personal Stress Inventory
    2. Regular data collection of personal information of 1) a sleep log for one week to assess quality and quantity of sleep and the personal effects on stress management, 2) a one week dietary log and nutrition assessment for two days and assess how diet is affecting your personal stress levels, or 3) Write an exercise program and complete and record the program for one week to assess the effects of exercise on physical stress
    3. Use online application for stress reduction for one week. The app should be applicable to the reduction of physical stress, such as yoga, meditation, or breathing
        1. Complete a daily log of the activity and reflection of the experiences
        2. Complete a one-minute oral presentation of the app, and present either support for using the application for effective stress reduction or why the application was ineffective for stress reduction
    4. Develop and implement a Personal Stress Reduction Program. Analyze data collected through course to develop program. This will include a summary of the student's stress related problems (stressors), a narrative portion detailing

the strategy the student has developed to counteract the physical manifestations of their stressor for short term and long term time (today, next two weeks, next month, next year, and next five years)
5. Bi-weekly small group discussions on a variety of topics relating to stress and stress reduction

3. Skill acquisition and practice of stress management techniques
    1. Complete Stress-Prone Personality Survey and Stress Resistant Personality Survey from the class textbook
    2. Complete exercise on reframing (seeing from a bigger, clearer picture) from the class textbook
    3. Complete exercise Communication Skills 101 from the class textbook
    4. Complete six different breathing exercises utilizing various techniques
    5. Complete a 15-30 minute practice of meditation from the class textbook
    6. Complete a 15-30 minute practice of yoga from the class textbook or an alternate source
    7. Practice a 15-30 minute session of Autogenic Training from the exercises in the class textbook or an alternate source.
    8. Complete a 15-30 minute practice of imagery or visualization from the class textbook or an alternate source
    9. Complete a 15-30 minute practice of progressive relaxation from the class textbook or an alternate source
    10. Complete a 15-30 minute practice of massage/acupressure from the class textbook or an alternate source

Authorized Discipline(s):
Kinesiology

Faculty Service Area (FSA Code)
PHYSICAL EDUCATION

Taxonomy of Program Code (TOP Code)
1270.00 - Kinesiology

Breadth Criteria for Foothill General Education Courses

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 or 180) and English (ENGL 1A or 1AH or 1S & 1T) 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).

Please map each appropriate component from the course outline of record to the appropriate breadth criteria. You can use any part of your COR.

Breadth Mapping: Please indicate all that apply

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research). Matching course component(s):

Course Content Section 3:
3. Evaluate different causes of stress and isolate physical and psychosocial manifestations
a. One week stress log
b. Personal stress inventory
c. Posture, flexibility and breathing analysis
d. Painful point analysis

Course Content Section 4:
4. Identify how lifestyle, age, gender, personality, society and occupation affect stress
a. Discuss motivators to behavior change in stress reduction
b. Strategies for successfully changing your lifestyle
i. Motivators
ii. Self-discipline
iii. Reinforcing proper behavior
c. Impacts to society with increased stressors amongst people
d. General stress reduction tips

Course Content Section 6:
6. Evaluate communication skills in the Information Age and identify challenges in expressing

one's own thoughts and feelings and effective communication
a. Communication skills/styles in a technological world
b. Ways to improve communication to reduce stress
c. Identify current hurdles to communication in today's society
i. Legal ramifications and ethical boundaries to communication on social platforms or other technologies

Outside of Class Assignments:
1. Reading
a. Assigned readings from the class textbook
b. Review of instructor generated handouts on managing and reducing stress
c. Review online sources on stress management and activities for helping to reduce physical stress
2. Writing
a. Complete a Personal Stress Inventory
b. Regular data collection of personal information of 1) a sleep log for one week to assess quality and quantity of sleep and the personal effects on stress management, 2) a one week dietary log and nutrition assessment for two days and assess how diet is affecting your personal stress levels, or 3) Write an exercise program and complete and record the program for one week to assess the effects of exercise on physical stress
c. Use online application for stress reduction for one week. The app should be applicable to the reduction of physical stress, such as yoga, meditation, or breathing
i. Complete a daily log of the activity and reflection of the experiences
ii. Complete a one-minute oral presentation of the app, and present either support for using the application for effective stress reduction or why the application was ineffective for stress reduction
d. Develop and implement a Personal Stress Reduction Program. Analyze data collected through course to develop program. This will include a summary of the student's stress related problems (stressors), a narrative portion detailing the strategy the student has developed to counteract the physical manifestations of their stressor for short term and long term time (today, next two weeks, next month, next year, and next five years)
e. Bi-weekly small group discussions on a variety of topics relating to stress and stress reduction

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):

Component B3 is addressed in the writing assignment:
Outside of Class Assignments Section 2
d. Develop and implement a Personal Stress Reduction Program. Analyze data collected

through course to develop program. This will include a summary of their stress related problems (stressors), a narrative portion detailing the strategy they have developed to counteract the physical manifestations of their stressor for short term and long term time (today, next two weeks, next month, next year, and next five years).

This assignment will require analysis of previous data collected and and clear and precise program to be presented. The assignment must align with course content and objectives addressed in the course.

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):

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):

Depth Criteria for Area VII – Lifelong Learning

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement must help students:
L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
L3. Identify current issues and concerns that influence health, communication or learning;
L4. Comprehend and apply health and well-being issues to the individual and to society;
L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement must include at least one of the following student learning outcomes:

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
L9. Use technology to analyze problems and create solutions.

Please map each appropriate component from the course outline of record to the appropriate depth criteria. You can use any part of your COR.

Depth Mapping: Must include the following

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study; Matching course component(s):

Component L1 is addressed in section 2 of the course content.
2. Understand the connection with physical stress and emotional health and the physiological repercussions of prolonged stress
a. The Sociology of Stress
i. The fight flight response, the physiological response to stress
b. Stress and the Immune System
i. Connection with disease
ii. Immune system disorders
c. Stress emotions

The section discusses in depth the connection with stress to kinesiology, sociology and biology and the impact to the human body.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations; Matching course component(s):

Component L2 is addressed in sections 4 and 5 of the course content.
4. Identify how lifestyle, age, gender, personality, society and occupation affect stress.
a. Discuss motivators to behavior change in stress reduction
b. Strategies for successfully changing your lifestyle
i. Motivators
ii. Self-discipline
iii. Reinforcing proper behavior
c. Impacts to society with increased stressors amongst people
d. General stress reduction tips
5. Develop an understanding of a variety of effective coping skills and complete exercises to practice how these skills can be applied daily.
a. Creating a positive mind set
i. Explore situations and practice reframing through a positive mind set
b. Setting healthy boundaries
c. Effective resource management

i. Identifying ways to improve managing time and money
d. Creative problem solving
i. Explore practical exercises to creatively solve any real life problem

These sections work through strategies to address lifestyle changes to make positive impacts on daily stress. Provides guidance with self-discipline and developing a plan that is sustainable. Additionally the following section goes in to depth on effective problem solving skills to addresses a variety of daily stressors and how to best cope. Problem solving techniques are all applicable to daily life.

L3. Identify current issues and concerns that influence health, communication or learning; Matching course component(s):

Component L3 is addressed in section 1 of the course content.
1. Develop an understanding of stress and how it can negatively affect the human mind and body.
a. Definition of stress and understanding of how stress is manifested differently amongst people.
b. Eustress and distress
i. The optimal amount of stress
c. Societal, cultural, and job related stress.
i. Social stress in America and the influence on health

This section covers everyday stress and factors that contribute to personal stress. Emphasis is made on societal, cultural, and job stress in the United States. Discusses the impacts one's health when undergoing prolonged stressors.

Component L3 is also addressed in section 6 of the course content.
6. Evaluate communication skills in the Information Age and identify challenges in expressing one's own thoughts and feelings and effective communication
a. Communication skills/styles in a technological world
b. Ways to improve communication to reduce stress
c. Identify current hurdles to communication in today's society
i. Legal ramifications and ethical boundaries to communication on social platforms or other technologies

This section covers current communication challenges in the Information Age and how this can relate to everyday stress.

L4. Comprehend and apply health and well-being issues to the individual and to society; Matching course component(s):

Component L4 is addressed in section 5 of the course content.
5. Develop an understanding of a variety of effective coping skills and complete exercises to practice how these skills can be applied daily.

a. Creating a positive mind set
i. Explore situations and practice reframing through a positive mind set
b. Setting healthy boundaries
c. Effective resource management
i. Identifying ways to improve managing time and money
d. Creative problem solving
i. Explore practical exercises to creatively solve any real life problem

This section covers explores how effective resource management such as time and money can contribute to the overall health and well being of individuals. Develop an understanding of how effective coping skills on managing stress can contribute to improved health.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information. Matching course component(s):

Component L5 is addressed in section 6 of the course content.
6. Evaluate communication skills in the Information Age and identify challenges in expressing one's own thoughts and feelings and effective communication.
a. Communication skills/styles in a technological world
b. Ways to improve communication to reduce stress
c. Identify current hurdles to communication in today's society
i. Legal ramifications and ethical boundaries to communication on social platforms or other technologies

This section goes into depth on the change in communication in our society with technological advances. The impact not the communication change, stress added by the change, and techniques for improving communication. Develops and understanding of current hurdles, ethical boundaries and legal ramifications when communication breaks down on various social platforms.

Depth Mapping: Additionally, must include at least one of the following

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities; Matching course component(s):

Component L6 is addressed in section 5 of the course content.
5. Develop an understanding of a variety of effective coping skills and complete exercises to practice how these skills can be applied daily
a. Creating a positive mind set
i. Explore situations and practice reframing through a positive mind set
b. Setting healthy boundaries
c. Effective resource management
i. Identifying ways to improve managing time and money

d. Creative problem solving
i. Explore practical exercises to creatively solve any real life problem

This section takes lessons learned from the course allows the student to apply them to their everyday life to learn to be more self-aware, set healthy boundaries and improve time management.

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society; Matching course component(s):

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health; Matching course component(s):

Component L8 is addressed in section 10 of the course content.
10. Understand how physical exercise in the correct amount is needed for optimal living.
a. Understand connection with stress and cortisol levels
i. Impact of physical exercise on cortisol levels
b. Physical exercise and connection to mental health
c. Understanding correct application of physical exercise for optimal health

This section explores the positive impacts on health from physical exercise. Expands the health benefits to include physical and mental health benefits of physical fitness.

L9. Use technology to analyze problems and create solutions. Matching course component(s):

Attach Historical Forms/Documents (if applicable)

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
CSU/UC

Validation Date

10/18/21

Seat Count
40

Load
.067

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
124011 - Kinesiology/Physical Ed

Account Code
1320

Program Code
127000 - Kinesiology

C S F203A : JUST-IN-TIME SUPPORT FOR C S 3A

Effective Term
Summer 2022

Subject
Computer Science (C S)
Course Number
F203A

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
2.5

Course Title
JUST-IN-TIME SUPPORT FOR C S 3A

Former ID

Cross Listed

Related Courses

Maximum Units
2.5

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
5

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
90

Repeatability Statement
Not Repeatable

Credit Status
Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Pass/No Pass Only

Will credit by exam be allowed for this course?
No

Honors
No

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

Criteria A. Appropriateness to Mission

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

Please indicate how your course supports the Foothill College Mission:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This optional credit corequisite provides support for students enrolled in C S 3A, a transfer-level course, with the intention of raising the overall success rate of the course and improving equity outcomes. Our C S 3A course success rate for both African American and Latinx students is 63%, vs 77% overall. Moreover, only 2% of students in C S 3A identify as African American, vs. 3% of Foothill's total population, and 12% of students in C S 3A identify as Latinx, vs 24% of Foothill's total student population.

Attach evidence
CS A-level course success.xlsx
LMI_Foothill_Programming Languages_March 2019.docx

Need/Justification
This course and its non-credit mirrored counterpart, NCBS 443A, provide just-in-time support for students enrolled in C S 3A. Topics covered in this course will help students who have limited exposure to computing and computer programming.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in C S 3A. Intended for students who are concurrently enrolled in C S 3A at Foothill College. Topics include: installation of an integrated development environment and other software, navigating a file system hierarchy, developing a logic-based approach to programming, identifying errors in a program using a debugger and other means.

Course Prerequisites

Course Corequisites
Corequisite: C S 3A.

Course Advisories

Content Review

Faculty participant(s) in this content review process*
Eric Reed, Bita Mazloom, Anand Venkataraman

*If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite
Corequisite

Number Title of Requisite Course(s)
C S 3A Object Oriented Programming Methodologies in Python

The Content Review requirement may be satisfied by one of the following:

Do baccalaureate institutions require a particular requisite(s) for articulation?

No

Is a particular requisite required by statute or regulation?

No

Additional Considerations

Does De Anza College offer an equivalent course?

No

Is there a C-ID descriptor for the target course?

No

Establishing New Requisites

Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in the Course Objectives section of the requisite course's COR):

C S 3A requires certain content knowledge for students to be successful in the course. This knowledge may come from C S 203A (this course), from C S 49 (Foundations of Computer Programming), or from contextual coding experience. Important skills required for success in C S 3A are as follows:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Is the requisite a new course? If so, please state this below. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

While the requisite is not new, this support course is a new course and so Institutional Research cannot yet supply relevant data.

Previously Implemented Requisites

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Course Content

1. Explore topics related to developing effective learning skills
    1. Learn study skills
    2. Organizational skills
    3. Time management
    4. Test preparation
    5. Research
2. Install integrated development environment software
    1. Navigate to a vendor site and choose an appropriate operating system and software version
    2. Unpack software as needed
    3. Choose appropriate installation options
    4. Solve installation issues
3. Manipulate a hierarchical file system
    1. Navigate to a target folder/directory
    2. Move, copy, delete and rename files
4. Write code that follows a software specification/requirements document
    1. Parse the spec into required program elements, such as classes, functions, and variables

2. Run provided testing code to verify that a program behaves as expected
3. Develop testing code to verify that a program meets spec
4. Prepare a sample run to document successful testing
5. Demonstrate an understanding of flow control using flowcharts and other means
    1. While loops
    2. For loops
    3. If statements
    4. Exit conditions
6. Identify and fix program errors using a debugger and other means
    1. Unconditional and conditional breakpoints
    2. Watch lists
    3. Stack trace
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Lab Content

Not applicable.

Special Facilities and/or Equipment
Access to a computer laboratory with the appropriate software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in C S 3A

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery
Formative assessment

Representative Text(s)

Author(s)	Title	Publication Date
Horstmann, Cay S., and Rance D. Necaise	Python for Everyone, 3rd ed.	2019

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

1. Assigned reading from the parent course, and supplemental reading as assigned to reinforce course concepts
2. Written documentation of code
3. Written reflection after completing an assignment, and after receiving feedback
4. Supplemental coding assignments to reinforce concepts from the parent course

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.00 - Computer Software Development

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date
6/15/2021

Division Dean Only

Seat Count
40

Load
.056

FOAP Codes:

Fund Code

114000 - General Operating- Unrestricted

Org Code

125111 - FH-Computer Sciences (C S)

Account Code

1320

Program Code

070600 - Computer Science (transfer)

NCBS F443A : JUST-IN-TIME SUPPORT FOR C S 3A

Effective Term
Summer 2022

Subject
Non-Credit: Basic Skills (NCBS)
Course Number
F443A

Department
Computer Science (C S)

Division
Physical Sciences, Mathematics & Engineering (1PS)

Units
0

Course Title
JUST-IN-TIME SUPPORT FOR C S 3A

Former ID

Cross Listed

Related Courses

Maximum Units
0

Does this course meet on a weekly basis?
Yes

Weekly Lecture Hours
2.5

Weekly Lab Hours
0

Weekly Out of Class Hours
0

Special Hourly Notation

Total Contact Hours
30

Total Student Learning Hours
30

Repeatability Statement
Unlimited Repeatability

Repeatability Criteria
NCBS 443A is a corequisite support course for C S 3A. Each time a student takes this pair of courses together, NCBS 443A will be used to address the student's current needs for success in C S 3A. For example, one quarter this might focus on debugging techniques and another quarter on the difference between equations in math and assignments in CS, or one quarter this might be time management and another quarter it might be how to prepare for an exam.

Credit Status
Non-Credit

Degree Status
Non-Applicable

Is Basic Skills applicable to this course?
No

Grading
Non-Credit Course (Receives no Grade)

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:
Transfer
Workforce/CTE

Criteria B. Need

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

Evidence

This optional non-credit co-requisite provides no-cost support for students enrolled in C S 3A, a transfer level course, with the intention of raising the overall success rate of the course and improving equity outcomes. Our C S 3A course success rate for both African American and Latinx students is 63%, vs 77% overall. Moreover, only 2% of students in C S 3A identify as African American, vs. 3% of Foothill's total population, and 12% of students in C S 3A identify as Latinx, vs 24% of Foothill's total student population.

Attach evidence

Need/Justification

This course and its credit counterpart, C S 203A, provide just-in-time support for students enrolled in C S 3A. Topics covered in this course will help students who have limited exposure to computing and computer programming.

Course Description

A just-in-time approach to the core prerequisite skills, competencies, and concepts needed in C S 3A. Intended for students who are concurrently enrolled in C S 3A at Foothill College. Topics include: installation of an integrated development environment and other software, navigating a file system hierarchy, developing a logic-based approach to programming, identifying errors in a program using a debugger and other means.

Course Prerequisites

Course Corequisites

Corequisite: C S 3A.

Course Advisories

Content Review

Faculty participant(s) in this content review process*

Eric Reed, Bita Mazloom, Anand Venkataraman

*If the Content Review requirement is waived (requisite is required by a baccalaureate institution or by statute or regulation) only one faculty participant is necessary. Otherwise, at least two faculty from the target course discipline or related discipline must participate.

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites ("requisites") are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process.
Please Note: Content review is unnecessary if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Type of Requisite

Corequisite

Number Title of Requisite Course(s)

C S 3A Object Oriented Programming Methodologies in Python

The Content Review requirement may be satisfied by one of the following:

Do baccalaureate institutions require a particular requisite(s) for articulation?

No

Is a particular requisite required by statute or regulation?

No

Additional Considerations

Does De Anza College offer an equivalent course?

No

Is there a C-ID descriptor for the target course?

No

Establishing New Requisites

Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in the Course Objectives section of the requisite course's COR):

C S 3A requires certain content knowledge for students to be successful in the course. This knowledge may come from NCBS 443A (this course), from C S 49 (Foundations of Computer Programming), or from contextual coding experience. Important skills required for success in C S 3A are as follows:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Is the requisite a new course? If so, please state this below. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

While the requisite is not new, this support course is a new course and so Institutional Research cannot yet supply relevant data.

Previously Implemented Requisites

Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Content Review Attachments

Baccalaureate Institution Attachments

Statute and/or Regulation Attachments

Course Objectives

The student will be able to:

1. Explore topics related to developing effective learning skills
2. Install integrated development environment software
3. Manipulate a hierarchical file system
4. Write code that follows a software specification/requirements document
5. Demonstrate an understanding of flow control using flowcharts and other means
6. Identify and fix program errors using a debugger and other means
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Course Content

1. Explore topics related to developing effective learning skills
    1. Learn study skills
    2. Organizational skills
    3. Time management
    4. Test preparation
    5. Research
2. Install integrated development environment software
    1. Navigate to a vendor site and choose an appropriate operating system and software version

2. Unpack software as needed
3. Choose appropriate installation options
4. Solve installation issues
3. Manipulate a hierarchical file system
    1. Navigate to a target folder/directory
    2. Move, copy, delete and rename files
4. Write code that follows a software specification/requirements document
    1. Parse the spec into required program elements, such as classes, functions, and variables
    2. Run provided testing code to verify that a program behaves as expected
    3. Develop testing code to verify that a program meets spec
    4. Prepare a sample run to document successful testing
5. Demonstrate an understanding of flow control using flowcharts and other means
    1. While loops
    2. For loops
    3. If statements
    4. Exit conditions
6. Identify and fix program errors using a debugger and other means
    1. Unconditional and conditional breakpoints
    2. Watch lists
    3. Stack trace
7. Write pseudocode and turn pseudocode into programming code
8. Follow style conventions in a particular programming language

Lab Content

Not applicable.

Special Facilities and/or Equipment
Access to a computer laboratory with the appropriate software.

Methods of Evaluation

Methods of Evaluation
Group and independent exploratory activities
Homework
Performance in C S 3A

Method(s) of Instruction

Method(s) of Instruction
Group work
Discussion
Mini-lectures
Instructor-guided discovery

Method(s) of Instruction
Formative assessment

Representative Text(s)

Author(s)	Title	Publication Date
Horstmann, Cay S., and Rance D. Necaise	Python for Everyone, 3rd ed.	2019

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

1. Assigned reading from the parent course, and supplemental reading as assigned to reinforce course concepts
2. Written documentation of code
3. Written reflection after completing an assignment, and after receiving feedback
4. Supplemental coding assignments to reinforce concepts from the parent course

Authorized Discipline(s):
Computer Science

Faculty Service Area (FSA Code)
COMPUTER SCIENCE

Taxonomy of Program Code (TOP Code)
*0707.00 - Computer Software Development

Attach Historical Forms/Documents (if applicable)

Articulation Office Only

C-ID Notation

IGETC Notation

CSU GE Notation

Transferability
None

Validation Date

Seat Count
40

Load
0.056

FOAP Codes:

Fund Code
114000 - General Operating- Unrestricted

Org Code
125111 - FH-Computer Sciences (C S)

Account Code
1320

Program Code
070600 - Computer Science (transfer)

Programming Language Occupations
Labor Market Information Report
Foothill College

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

Recommendation

Based on all available data, there appears to be a significant undersupply of Programming Language 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 20,665 students in the Bay region and 2,294 students in the Silicon Valley Sub-Region.

This report also provides student outcomes data on employment and earnings for programs on TOP 0707.00 - Computer Software Development 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 Programming Language Occupations in the 12 county Bay region and in the Silicon Valley sub-region for the revision to an existing program at Foothill College.

- **Software Developers, Applications (SOC 15-1132):** Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions. Design software or customize software for client use with the aim of optimizing operational efficiency. May analyze and design databases within an application area, working individually or coordinating database development as part of a team. May supervise computer programmers.
  - Entry-Level Educational Requirement: Bachelor's degree
  - Training Requirement: None
  - Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%
- **Computer User Support Specialists (SOC 15-1151):** Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Excludes "Network and Computer Systems Administrators" (15-1142).
  - Entry-Level Educational Requirement: Some college, *no degree*
  - Training Requirement: None
  - Percentage of Community College Award Holders or Some Postsecondary Coursework: 41%
- **Software Developers, Systems Software (SOC 15-1133**): Research, design, develop, and test operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computing applications. Set operational specifications and formulate and analyze software requirements. May design embedded systems software. Apply principles and techniques of computer science, engineering, and mathematical analysis.
  - Entry-Level Educational Requirement: Bachelor's degree
  - Training Requirement: None
  - Percentage of Community College Award Holders or Some Postsecondary Coursework: 13%

- **Web Developers (SOC 15-1134):** Design, create, and modify Web sites. Analyze user needs to implement Web site content, graphics, performance, and capacity. May integrate Web sites with other computer applications. May convert written, graphic, audio, and video components to compatible Web formats by using software designed to facilitate the creation of Web and multimedia content. Excludes "Multimedia Artists and Animators" (27-1014).

   Entry-Level Educational Requirement: Associate's degree

   Training Requirement: None

   Percentage of Community College Award Holders or Some Postsecondary Coursework: 25%

- **Computer and Information Systems Managers (SOC 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 Programming Language 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
Software Developers, Applications	89,372	109,872	20,499	23%	51,391	10,278	$38.68	$62.13
Computer User Support Specialists	29,393	34,005	4,612	16%	15,944	3,189	$20.02	$32.70
Software Developers, Systems Software	40,748	44,919	4,171	10%	17,637	3,527	$40.21	$65.42
Web Developers	10,306	12,242	1,937	19%	5,802	1,160	$20.83	$38.90
Computer and Information Systems Managers	25,897	29,357	3,461	13%	13,343	2,669	$55.65	$86.30
Total	**195,716**	**230,396**	**34,680**	**18%**	**104,118**	**20,823**	**$37.50**	**$60.37**

Source: EMSI 2019.1

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 Programming Language 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
Software Developers, Applications	10,106	11,375	1,269	13%	4,634	927	$32.77	$57.83
Computer User Support Specialists	5,092	5,490	398	8%	2,313	463	$19.30	$29.05
Software Developers, Systems Software	4,717	4,966	249	5%	1,807	361	$33.94	$61.17
Web Developers	2,177	2,327	150	7%	951	190	$19.56	$28.48
Computer and Information Systems Managers	4,172	4,385	213	5%	1,773	355	$43.76	$75.74
TOTAL	**26,263**	**28,543**	**2,279**	**9%**	**11,477**	**2,296**	**$31.02**	**$53.26**

Source: EMSI 2019.1

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 (Feb 2018 - Jan 2018)

Occupation	Bay Region	Silicon Valley
Software Developers, Applications (15-1132.00)	105,796	50,257
Web Developers (15-1134.00)	25,242	10,258
Computer User Support Specialists (15-1151.00)	14,324	5,226
Computer and Information Systems Managers (11-3021.00)	1,956	656
Software Developers, Systems Software (15-1133.00)	1,325	665
Total	**148,643**	**67,062**

Source: Burning Glass

Table 4. Top Job Titles for Programming Language Occupations for latest 12 months (Feb 2018 - Jan 2018)

Common Title	Bay	Silicon Valley	Common Title	Bay	Silicon Valley
Software Development Engineer	32,635	15,008	Applications Developer	1,488	546
Java Developer	7,475	4,346	Android Developer	1,445	752
Devops Engineer	3,819	1,774	Principal Software Engineer	1,259	554
Applications Engineer	3,021	1,818	User Interface (UX)/User Experience (UX) Designer	1,199	370
User Experience (UX) Designer	2,789	1,172	Senior Engineer	1,144	401
Software Developer	2,768	1,354	PHP Developer	1,078	203
Java Engineer	2,580	1,415	iOS Developer	1,048	527
Python Developer	1,902	1,215	Senior Devops Engineer	1,031	427
Front End Developer	1,857	893	Desktop Support	1,014	337
Developer	1,693	708	.Net Developer	945	207
Senior Developer	1,648	668	Software Engineering Manager	885	376
User Interface (UI) Developer	1,631	947	Technical Support Engineer	763	430
Web Developer	1,613	613	Software Architect	709	356
Engineer	1,538	840	Full Stack Developer	641	287

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Programming Language Workers in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2017)	Jobs in Industry (2022)	% Change (2017-22)	% in Industry (2017)
Custom Computer Programming Services (541511)	34,646	35,722	20%	20.0%
Computer Systems Design Services (541512)	21,607	22,034	17%	12.4%
Internet Publishing and Broadcasting and Web Search Portals (519130)	18,979	20,125	42%	11.3%
Software Publishers (511210)	17,817	18,859	27%	10.6%
Electronic Computer Manufacturing (334111)	15,341	15,856	10%	8.9%
Data Processing, Hosting, and Related Services (518210)	6,219	6,758	41%	3.8%
Other Computer Related Services (541519)	4,720	4,841	24%	2.7%
Corporate, Subsidiary, and Regional Managing Offices (551114)	3,685	3,925	15%	2.2%
Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology) (541715)	3,019	3,165	(1%)	1.8%

Semiconductor and Related Device Manufacturing (334413)	2,077	2,076	(5%)	1.2%
Research and Development in Biotechnology (except Nanobiotechnology) (541714)	1,641	1,738	44%	1.0%
Colleges, Universities, and Professional Schools (State Government) (902612)	1,667	1,730	11%	1.0%
Temporary Help Services (561320)	1,703	1,707	7%	1.0%

Source: EMSI 2019.1

Table 6. Top Employers Posting Programming Language Occupations in Bay Region and Silicon Valley Sub-Region (Feb 2018 - Jan 2018)

Employer	Bay	Employer	Bay	Employer	Silicon Valley
Capital Markets Placement	2,245	Redolent, Inc	340	Apple Inc.	2,175
Apple Inc.	2,233	Techfetch Com	334	Cisco Systems Inc	1,170
Amazon	1,504	eBay	330	Amazon	916
Cisco Systems Incorporated	1,325	Splunk	317	Google Inc.	886
Google Inc.	1,139	Adobe Systems	311	Vmware Incorporated	452
Scoop Technologies	1,053	Amazon Lab126	310	Paypal	390
Facebook	784	Best Buy	289	Intel Corporation	370
IBM	639	Bayone Solutions	277	IBM	342
Oracle	621	Twitter	274	Walmart / Sam's	301
Workday, Inc	554	Etouch Systems Corp	270	Redolent, Inc	273
Microsoft Corporation	526	Linkedin Limited	257	eBay	253
Vmware Incorporated	475	Wipro	257	SAP	247
Salesforce	459	Xoriant Incorporated	250	Amazon Lab126	245
Paypal	428	Palo Alto Networks	244	Palo Alto Networks	243
SAP	427	Revature	243	Nvidia Corporation	238
Walmart / Sam's	425	Infoobjects Inc	241	Dell	217
Intel Corporation	372	Accenture	238	Fortinet Incorporated	215
Redolent, Inc	340	Nvidia Corporation	238	Linkedin Limited	212
Techfetch Com	334	Uber	234	Techfetch Com	205
Capital Markets Placement	2,245	Sony Electronics Inc	228	Splunk	191
Apple Inc.	2,233	Deloitte	227	Xilinx Incorporated	189

Source: Burning Glass

Educational Supply

There are 10 community colleges in the Bay Region issuing 158 awards on average annually (last 3 years) on TOP 0707.00 - Computer Software Development and TOP 0708.00 - Computer Infrastructure and Support. Foothill College is the only college in the Silicon Valley Sub-Region issuing awards on these TOP codes, issuing 2 awards on average annually (last 3 years) on Computer Software Development.

Table 7. Awards on TOP 0707.00 - Computer Software Development and TOP 0708.00 - Computer Infrastructure and Support in the Bay Region

College	Sub-Region	TOP	Headcount	Associates	Certificates	Total
Cabrillo	Santa Cruz & Monterey	70800	335			
Contra Costa	East Bay	70800	n/a		1	1
DeAnza	Silicon Valley	70800	312			
Diablo Valley	East Bay	70800	125			
Foothill	Silicon Valley	70800	304			
Gavilan	Santa Cruz & Monterey	70800	95	1		1
Las Positas	East Bay	70800	184			
Los Medanos	East Bay	70800	n/a	4	4	8

Mission	Silicon Valley	70800	43			
Ohlone	East Bay	70800	64		1	1
San Francisco	Mid-Peninsula	70800	345	39	9	48
San Mateo	Mid-Peninsula	70800	n/a	1	2	3
Santa Rosa	North Bay	70800	205			
Slyline	Mid-Peninsula	70800	112			
Foothill	Silicon Valley	70700	2,518		2	2
San Francisco	Mid-Peninsula	70700	n/a		2	2
San Mateo	Mid-Peninsula	70700	n/a	6	85	91
Solano	North Bay	70700	1,401		2	2
Total Bay Region			**6,043**	**51**	**107**	**158**
Total Silicon Valley Sub-Region			**3,177**	**0**	**2**	**2**

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.

Gap Analysis

Based on the data included in this report, there is a large labor market gap in the Bay region with 20,823 annual openings for Programming Language Occupations and 158 annual (3-year average) awards for an annual undersupply of 20,665 students. In the Silicon Valley Sub-Region, there is also a large gap with 2,296 annual openings and 2 annual (3-year average) awards for an annual undersupply of 2,294 students.

Student Outcomes

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

2015-16	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	74%	77%	62%	59%	n/a	n/a
Median Quarterly Earnings Two Quarters After Exit	$10,550	$15,310	$12,500	$14,169	n/a	n/a
Median % Change in Earnings	46%	82%	54%	37%	n/a	n/a
% of Students Earning a Living Wage	63%	76%	67%	68%	n/a	n/a

Source: Launchboard Pipeline (version available on 3/6/19)

Skills, Certifications and Education

Table 9. Top Skills for Programming Language Occupations in Bay Region (Feb 2018 - Jan 2018)

Skill	Postings	Skill	Postings	Skill	Postings
Java	50,519	AngularJS	11,311	Ruby	8,481
Software Engineering	47,854	UNIX	11,180	Microsoft C#	8,293
Python	34,810	React Javascript	10,163	JavaScript Object Notation (JSON)	8,059
JavaScript	34,741	Continuous Integration (CI)	10,026	Docker Software	7,894
Software Development	34,128	HTML5	10,023	Kubernetes	7,826
SQL	24,742	MySQL	10,000	Product Management	7,811
Linux	23,148	NoSQL	9,851	Software Architecture	7,768

C++	19,882	Technical Support	9,835	Extensible Markup Language (XML)	7,728
Git	16,159	Scrum	9,731	Node.js	7,625
Web Application Development	14,319	Quality Assurance and Control	9,690	Web Development	7,594
Object-Oriented Analysis and Design (OOAD)	13,976	Data Structures	9,400	Machine Learning	7,580
Debugging	13,331	Agile Development	9,396	Project Management	7,578
DevOps	13,111	Customer Service	9,038	Big Data	7,556
Oracle	12,280	jQuery	8,884	Apache Hadoop	7,495
Unit Testing	12,233	Scalability Design	8,860	Hypertext Preprocessor (PHP)	7,442

Source: Burning Glass

Table 10. Certifications for Programming Language Occupations in the Bay Region (Feb 2018 - Jan 2018)

Note: 95% 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
Driver's License	1,245	Certified Scrum Trainer (CST)	195
IT Infrastructure Library (ITIL) Certification	1,188	Certified Salesforce Administrator	177
Certified A+ Technician	1,065	Apple Certified Macintosh Technician	146
Security Clearance	850	Project Management Professional (PMP)	144
Cisco Certified Network Associate (CCNA)	452	SANS/GIAC Certification	140
Microsoft Certified Professional (MCP)	432	Certified Information Systems Auditor (CISA)	126
Project Management Certification	397	ITIL Foundation	118
ITIL Certification	379	Certified ScrumMaster (CSM)	109
CompTIA Network+	373	Certified Information Security Manager (CISM)	106
Certified Information Systems Security Professional (CISSP)	322	Capability Model Maturity Integration (CMMI) Certification	103
Cisco Certified Internetwork Expert (CCIE)	277	Computer Science Certification	94
Cisco Certified Network Professional (CCNP)	253	Certified Salesforce Platform Developer II	89
Salesforce Developer	229	Certified Scrum Professional (CSP)	86
Microsoft Certified Solutions Associate (MCSA)	220	Java Certification	83
Certified Salesforce Platform Developer	214	Microsoft Certified Desktop Support Technician (Legacy)	82
Microsoft Certified Solutions Expert (MCSE)	213	Certified Novell Administrator	78
CompTIA Security+	206	Microsoft Certified Technology Specialist (MCTS)	78

Source: Burning Glass

Table 11. Education Requirements for Programming Language Occupations in Bay Region

Note: 49% 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
High school or vocational training	1,789 (2%)
Associate Degree	1,350 (2%)
Bachelor's Degree or Higher	72,094 (96%)

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

Term	Division	Department	Course	Student Characteristic	Enrollment Count	Success Count	Non Success Count	Withdrawal Count	Retention Count	Success Rate	Non Success Rate	Withdrawal Rate	Retention Rate
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	2	2	0	0	2	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	124	100	12	12	112	80.60%	9.70%	9.70%	90.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	12	10	2	0	12	83.30%	16.70%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	6	3	2	1	5	50%	33.30%	16.70%	83.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	17	13	1	3	14	76.50%	5.90%	17.60%	82.40%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	42	37	1	4	38	88.10%	2.40%	9.50%	90.50%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	204	166	18	20	184	81.40%	8.80%	9.80%	90.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	2	0	2	0	2	0%	100%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	51	40	5	6	45	78.40%	9.80%	11.80%	88.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	3	3	0	0	3	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	2	2	0	0	2	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	6	5	0	1	5	83.30%	0%	16.70%	83.30%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Native American	1	1	0	0	1	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	21	16	4	1	20	76.20%	19%	4.80%	95.20%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	86	67	11	8	78	77.90%	12.80%	9.30%	90.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	6	4	0	2	4	66.70%	0%	33.30%	66.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	132	119	2	11	121	90.20%	1.50%	8.30%	91.70%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	5	5	0	0	5	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	9	9	0	0	9	100%	0%	0%	100%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	13	9	2	2	11	69.20%	15.40%	15.40%	84.60%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	42	32	2	8	34	76.20%	4.80%	19%	81%
2019 Summer Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	207	178	6	23	184	86%	2.90%	11.10%	88.90%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	3	2	1	0	3	66.70%	33.30%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	103	80	11	12	91	77.70%	10.70%	11.70%	88.30%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	9	8	1	0	9	88.90%	11.10%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	5	2	1	2	3	40%	20%	40%	60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	36	19	7	10	26	52.80%	19.40%	27.80%	72.20%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	46	33	5	8	38	71.70%	10.90%	17.40%	82.60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	203	145	26	32	171	71.40%	12.80%	15.80%	84.20%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	7	3	1	3	4	42.90%	14.30%	42.90%	57.10%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	89	76	8	5	84	85.40%	9%	5.60%	94.40%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	6	5	1	0	6	83.30%	16.70%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	5	3	0	2	3	60%	0%	40%	60%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	30	13	4	13	17	43.30%	13.30%	43.30%	56.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Native American	1	1	0	0	1	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	42	28	8	6	36	66.70%	19%	14.30%	85.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	180	129	22	29	151	71.70%	12.20%	16.10%	83.90%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	2	2	0	0	2	100%	0%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	68	53	8	7	61	77.90%	11.80%	10.30%	89.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	8	6	2	0	8	75%	25%	0%	100%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	3	2	0	1	2	66.70%	0%	33.30%	66.70%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	15	11	3	1	14	73.30%	20%	6.70%	93.30%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	37	26	6	5	32	70.30%	16.20%	13.50%	86.50%
2019 Fall Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	133	100	19	14	119	75.20%	14.30%	10.50%	89.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	4	2	2	0	4	50%	50%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	72	54	8	10	62	75%	11.10%	13.90%	86.10%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	8	5	1	2	6	62.50%	12.50%	25%	75%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	7	3	3	1	6	42.90%	42.90%	14.30%	85.70%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	19	12	1	6	13	63.20%	5.30%	31.60%	68.40%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Pacific Islander	1	0	0	1	0	0%	0%	100%	0%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	21	18	1	2	19	85.70%	4.80%	9.50%	90.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	132	94	16	22	110	71.20%	12.10%	16.70%	83.30%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	2	0	2	0	2	0%	100%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	19	15	3	1	18	78.90%	15.80%	5.30%	94.70%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	3	2	1	0	3	66.70%	33.30%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	5	4	0	1	4	80%	0%	20%	80%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	30	22	6	2	28	73.30%	20%	6.70%	93.30%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	2	0	1	1	1	0%	50%	50%	50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	55	45	5	5	50	81.80%	9.10%	9.10%	90.90%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	8	6	1	1	7	75%	12.50%	12.50%	87.50%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	7	3	1	3	4	42.90%	14.30%	42.90%	57.10%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	19	11	4	4	15	57.90%	21.10%	21.10%	78.90%

2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Native American	1	1	0	0	1	100%	0%	0%	100%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	29	16	6	7	22	55.20%	20.70%	24.10%	75.90%
2020 Winter Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	121	82	18	21	100	67.80%	14.90%	17.40%	82.60%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	African American	6	3	0	3	3	50%	0%	50%	50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Asian	80	69	5	6	74	86.30%	6.30%	7.50%	92.50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Decline to State	6	6	0	0	6	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Filipinx	3	2	1	0	3	66.70%	33.30%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Latinx	14	6	4	4	10	42.90%	28.60%	28.60%	71.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	White	36	29	4	3	33	80.60%	11.10%	8.30%	91.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F001A OBJ-ORIENTED PROG METHOD JAVA	Total	145	115	14	16	129	79.30%	9.70%	11%	89%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	African American	3	2	0	1	2	66.70%	0%	33.30%	66.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Asian	79	71	2	6	73	89.90%	2.50%	7.60%	92.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Decline to State	7	5	0	2	5	71.40%	0%	28.60%	71.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Filipinx	5	4	1	0	5	80%	20%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Latinx	11	5	0	6	5	45.50%	0%	54.50%	45.50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	White	19	13	1	5	14	68.40%	5.30%	26.30%	73.70%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F002A OBJ-ORIENT PROG METHOD IN C++	Total	125	101	4	20	105	80.80%	3.20%	16%	84%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	African American	6	4	2	0	6	66.70%	33.30%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Asian	107	90	5	12	95	84.10%	4.70%	11.20%	88.80%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Decline to State	9	8	1	0	9	88.90%	11.10%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Filipinx	7	3	0	4	3	42.90%	0%	57.10%	42.90%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Latinx	23	13	3	7	16	56.50%	13%	30.40%	69.60%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Native American	2	0	1	1	1	0%	50%	50%	50%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Pacific Islander	1	1	0	0	1	100%	0%	0%	100%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	White	56	39	6	11	45	69.60%	10.70%	19.60%	80.40%
2020 Spring Foothill	1PS Physical Scienc, Math & Engin	C S Computer Science-FH	F003A OBJECT ORIEN PRGM METH PYTHON	Total	211	158	18	35	176	74.90%	8.50%	16.60%	83.40%
Total					1777	1357	178	242	1535	76.40%	10.00%	13.60%	86.40%

	CS 1A % to total	CS 1A Success	CS 2A % to total	CS 2A Success	CS 3A % to total	CS 3A Success	Total % ttl	Total Success	CS 1A % to total	CS 1A Success	CS 2A % to total	CS 2A Success	CS 3A % to total	CS 3A Success	A-level % ttl	A-level success
African American	15	9	14	5	16	10	45	24	2%	60%	3%	36%	2%	63%	3%	53%
Latinx	86	50	50	25	70	44	206	119	13%	58%	12%	50%	10%	63%	12%	58%
Total	684	520	421	319	672	518	1777	1357	100%	76%	100%	76%	100%	77%	100%	76%

Foothill College
Credit Program Narrative
Bachelor in Science in Respiratory Care

Item 1. Program Goals and Objectives

The goal of the baccalaureate degree program is to educate existing respiratory therapists and give them the necessary tools for advancement within the field. A baccalaureate degree will ensure that students are more competitive and have access to specialty positions within respiratory care.

Program Objectives

- The Bachelor in Science in Respiratory Care degree graduate will have the skills to implement their role as a health professional and will possess the ethics, values, and knowledge integral to all aspects of the profession with an emphasis on clinical specialist, interventional pulmonology, and pulmonary diagnostics.
- The graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Program Learning Outcomes

- The bachelor degree graduate will have the skills to implement their role as a health professional and will possess the ethics, values, skills, and knowledge integral to all aspects of the profession with an emphasis on clinical specialist, interventional pulmonology, and pulmonary diagnostics.
- The bachelor degree graduate will be able to exercise evidence-based practice, critical thinking and communicate effectively in all professional employment settings.

Item 2. Catalog Description

The Respiratory Care bachelor degree program is intended for students who have completed a Commission on Accreditation for Respiratory Care (CoARC) approved associate degree program in the field of respiratory care as a pathway to complete a four-year degree. The curriculum focuses on advanced level scope of practice, including clinical specialist, interventional pulmonology, and pulmonary diagnostics. The program will be limited to 30-40 students and will commence Fall quarter.

Item 3. Program Requirements

Program Prerequisites

- Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)
- Associate degree from an accredited two-year community college respiratory therapy program
- Active and in good standing Respiratory Care Practitioner, with state licensure

Requirements	Course #	Title	Units	Sequence
Core Courses (30 units - upper division courses)	RSPT 3XX	Leadership & Management	5	Year 1, Winter
	RSPT 3XX	Clinical Specialist & Chronic Disease Management	5	Year 1, Spring
	RSPT 3XX	Pulmonary Diagnostics	5	Year 1, Spring
	RSPT 3XX	Interventional Pulmonology Theory & Application	5	Year 2, Fall
	RSPT 3XX	Interventional Pulmonology Procedures	5	Year 2, Winter
	RSPT 3XX	Respiratory Care Capstone Research Project	5	Year 2, Spring
Restricted Electives (14 units - upper division GE courses)	BIOL 300	Human Pathophysiology & Pharmacology	4	Year 1, Fall
	HLTH 300	Health Across the Lifespan	5	Year 1, Winter
	IDS 300	Research Methodology for Health Professionals	5	Year 2, Spring

Foothill College awards 24 units as credit for prior learning for passing the National Board for Respiratory Care TMC and CSE Examinations.

TOTAL UNITS: 68 units (including credit for prior learning units and upper division GE units; not including Associate in Science in Respiratory Care units and CSU Breadth or IGETC units)

Proposed Sequence:
Year 1, Fall = 4 units
Year 1, Winter = 10 units
Year 1, Spring = 10 units
Year 2, Fall = 5 units
Year 2, Winter = 5 units
Year 2, Spring = 10 units
TOTAL UNITS: 44 units

Item 4. Master Planning
Foothill College's mission states that "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 bachelor degree in dental hygiene. The proposed

Bachelor in Science in Respiratory Care degree program is in alignment with the College's mission and builds upon the existing baccalaureate offerings of the College. Providing affordable opportunities for higher education and degree completion to ensure that all students have access to training and education that result in living-wage employment and opportunities.

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good. The proposed program is in alignment with the CCC mission of providing degree-applicable credit. The proposed degree will offer baccalaureate-level courses appropriate to general education and the respiratory care major. Students who complete the bachelor degree will be more marketable and will have more job opportunities than those who have an associate degree.

Item 5. Enrollment and Completer Projections

Bachelor in Science in Respiratory Care Projections: The chart below shows the five-year projections based on the enrollment of completer students and that of past graduates and graduates from other programs. This projection takes into account the number of students currently enrolling into the Interventional Pulmonology certificate program as well as the number of students enrolled into the respiratory program who already have a baccalaureate degree.

	2022-23	2023-24	2024-25	2025-26	2026-27
Foothill Respiratory Therapy AS degree completers	20	20	20	20	20
Foothill Respiratory Therapy AS degree past graduates and graduates of other programs	10	10	20	20	20
Total enrollment	30	30	40	40	40

		Year 1		Year 2	
Course #	Course Title	Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
BIOL 300*	Human Pathophysiology & Pharmacology	N/A	N/A	N/A	N/A
HLTH 300*	Health Across the Lifespan	N/A	N/A	N/A	N/A
IDS 300*	Research Methodology for Health Professionals	N/A	N/A	N/A	N/A
RSPT 3XX**	Leadership & Management	N/A	N/A	N/A	N/A
RSPT 3XX**	Clinical Specialist & Chronic Disease Management	N/A	N/A	N/A	N/A
RSPT 3XX**	Pulmonary Diagnostics	N/A	N/A	N/A	N/A
RSPT 3XX**	Interventional Pulmonology Theory & Application	N/A	N/A	N/A	N/A

RSPT 3XX**	Interventional Pulmonology Procedures	N/A	N/A	N/A	N/A
RSPT 3XX**	Respiratory Care Capstone Research Project	N/A	N/A	N/A	N/A

* Currently only offered as an upper division GE course for students in the Dental Hygiene program; historical enrollment figures do not apply
** New course being created

Item 6. Place of Program in Curriculum/Similar Programs
The existing Associate in Science in Respiratory Therapy degree is 21 months with the application opening in August and closing on April 30 each year. The proposed bachelor degree program would open applications in August and close April 30 for a starting date in Fall quarter. The proposed curriculum would follow the same format as the associate degree program, with a Fall start. The current Interventional Pulmonology certificate program starts in the Summer quarter and finishes the following Spring quarter.

Item 7. Similar Programs at Other Colleges in Service Area
There exists a Bachelor in Science in Dental Hygiene degree at Foothill College, and no other bachelor degree programs in the service area. There is a similar program at Skyline College but the concentration/focus is different.

Additional Information Required for State Submission:

TOP Code: 1210.00 - Respiratory Care/Therapy

Annual Completers: 20-30

Net Annual Labor Demand: 239

Faculty Workload: 1.0

New Faculty Positions: 1

New Equipment: $0.00

New/Remodeled Facilities: $0.00

Library Acquisitions: $0.00

Gainful Employment: Yes

Program Review Date: September, 2023

Distance Education: 100%

Labor Market Analysis for Program Recommendation
Respiratory Therapists
Foothill College

Prepared by the San Francisco Bay Center of Excellence for Labor Market Research
December 2021

Recommendation

Based on all available data, there appears to be an "undersupply" of Respiratory Therapists 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 110 students in the Bay region and 49 students in the Silicon Valley Sub-Region.

Introduction

This report provides student outcomes data on employment and earnings for TOP 1210.00 Respiratory Care/Therapy 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 in Respiratory Therapists in the 12 county Bay region and in the Silicon Valley sub-region for a proposed new Baccalaureate Degree program at Foothill College.

- **Respiratory Therapists (29-1126):** Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.
    Entry-Level Educational Requirement: Associate's degree
    Training Requirement: None
    Percentage of Community College Award Holders or Some Postsecondary Coursework: 66%

Occupational Demand

Table 1. Employment Outlook for Respiratory Therapists in Bay Region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	3,106	3,390	283	9%	1,193	239	$44	$77
Total	**3,106**	**3,390**	**284**	**9%**	**1,193**	**239**	**$44**	**$77**

Source: EMSI 2021.3

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 Respiratory Therapists in Silicon Valley Sub-region

Occupation	2020 Jobs	2025 Jobs	5-yr Change	5-yr % Change	5-yr Total Openings	Annual Openings	25% Hourly Earning	Median Hourly Wage
Respiratory Therapists	750	878	127	17%	365	73	$42	$76
Total	**750**	**878**	**128**	**17%**	**365**	**73**	**$42**	**$76**

Source: EMSI 2021.3

Silicon Valley Sub-Region includes: Santa Clara Counties
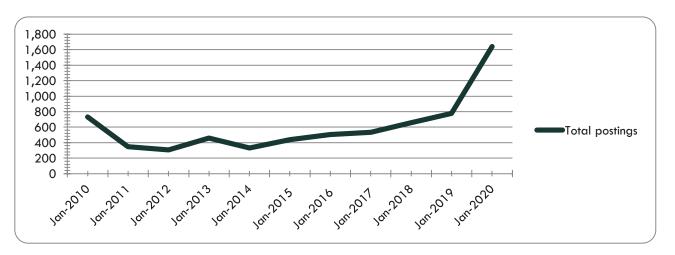
Job Postings in California, Bay Region and Silicon Valley Sub-Region
Table 3. Number of Job Postings for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021)

Occupation	California	Bay Region	Silicon Valley
Respiratory Therapists	6,122	1,435	344

Source: Burning Glass

Chart 1. Time Series Analysis – Job Postings for Respiratory Therapists in Bay Region, 2010-2020

Source: Burning Glass

Table 4a. Top Job Titles for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021) Bay Region

Title	Bay	Title	Bay
Travel Respiratory Therapist	149	Rrt	26
Respiratory Therapist	114	Respiratory Therapist - Rt	25
Respiratory Therapist/Rrt	83	Certified Respiratory Therapist	19
Respiratory Care Practitioner	73	Registered Respiratory Therapist - Neonatal Intensive Care	19
Rrt/Crt Respiratory Therapist	67	Registered Respiratory Therapist Rrt	18
Respiratory Therapist Travel Positions	62	Travel Rrt - Respiratory Therapist	18

Title	Bay	Title	Bay
Travel Registered Respiratory Therapist Rrt	60	Respiratory Care Practitioner I Registered	15
Registered Respiratory Therapist	39	Respiratory Care Practitioner II Registered	13
Respiratory Care Practitioner II	32		

Source: Burning Glass

Table 4b. Top Job Titles for Respiratory Therapists for latest 12 months (Nov 2020 - Oct 2021) Silicon Valley Sub-Region

Title	Silicon Valley	Title	Silicon Valley
Travel Respiratory Therapist	46	Registered Respiratory Therapist - Neonatal Intensive Care	6
Rrt/Crt Respiratory Therapist	17	Registered Respiratory Therapist - Pediatric Intensive Care	6
Respiratory Therapist Travel Positions	16	Respiratory Therapist - Rt	6
Respiratory Therapist/Rrt	13	Certified Respiratory Therapist	4
Respiratory Therapist	12	Registered Respiratory Therapist Rrt /Neonatal	4
Travel Registered Respiratory Therapist Rrt	10	Respiratory Care Practitioner II	4
Respiratory Care Practitioner	9	Travel Rrt - Respiratory Therapist	4
Registered Respiratory Therapist	8	Registered Respiratory Therapist - Pediatric	3
Rrt	8	Registered Respiratory Therapist Rrt /Pediatric	3

Source: Burning Glass

Industry Concentration

Table 5. Industries hiring Respiratory Therapists in Bay Region

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
General Medical and Surgical Hospitals	1,651	1,691	2%	54%
Hospitals (Local Government)	512	596	16%	17%
Hospitals (State Government)	159	209	31%	5%
HMO Medical Centers	148	200	35%	5%
Specialty (except Psychiatric & Substance Abuse) Hospitals	101	142	41%	3%

Industry – 6 Digit NAICS (No. American Industry Classification) Codes	Jobs in Industry (2020)	Jobs in Industry (2025)	% Change (2020-25)	% Occupation Group in Industry (2020)
Nursing Care Facilities (Skilled Nursing Facilities)	100	110	9%	3%
Offices of Physicians (except Mental Health Specialists)	44	45	4%	1%
Home Health Care Services	22	27	23%	1%
Freestanding Ambulatory Surgical and Emergency Centers	19	27	41%	1%
All Other Outpatient Care Centers	19	26	37%	1%

Source: EMSI 2021.3

Table 6. Top Employers Posting Jobs for Respiratory Therapists in Bay Region and Silicon Valley Sub-Region (Nov 2020 - Oct 2021)

Employer	Bay	Employer	Silicon Valley
Healthcare Traveler Allied Health	221	Lucile Packard Childrens Hospital	63
Lucile Packard Childrens Hospital	63	Healthcare Traveler Allied Health	48
Kaiser Permanente	55	Asante	13
Asante	42	El Camino Hospital	12
Sutter Health	37	Stanford Health Care	9
Apria	29	Kaiser Permanente	9
University Of California	24	Apria	6
Kindred Healthcare Incorporated	21	Hospital Corporation of America	5
Allied Health Travel	21	Soliant	4
Dignity Health	18	Santa Clara Valley Medical Center	4

Source: Burning Glass

The top five cities in the Bay region with the most job postings (that list an employer) are San Francisco (41), Palo Alto (38) and Santa Rosa (26), Santa Cruz (24), San Jose (23).

Educational Supply

There are five (5) community colleges in the Bay Region issuing 104 awards on average annually (last 3 years ending 2018-19) on TOP 1210.00 Respiratory Care/Therapy. Of these 104 annual awards, 97 are Associate Degree awards and 7 are Bachelor's Degree awards. In the Silicon Valley Sub-Region, there is one (1) community college that issued 24 awards on average annually (last 3 years) on this TOP code.

There is one (1) other CTE educational institution in the Bay Region issuing 25 awards on average annually (last 3 years ending 2016-17) on TOP 1210.00 Respiratory Care/Therapy. There are no other CTE educational institutions in the Silicon Valley Sub-Region issuing awards on average annually (last 3 years) on this TOP code.

There are no four-year institutions in the Bay Region or Silicon Valley Sub-region issuing Bachelor's degrees on average annually (last 3 years ending 2016-17) on TOP 1210.00 Respiratory Care/Therapy.

Table 7a. Community College Awards on TOP 1210.00 Respiratory Care/Therapy in Bay Region

College	Subregion	Associate	Bachelor's	Total
Foothill	Silicon Valley	24	0	24
Hartnell	SC-Monterey	14	0	14
Napa	North Bay	20	0	20
Ohlone	East Bay	18	0	18
Skyline	Mid-Peninsula	21	7	28
Total		**97**	**7**	**104**

Source: Data Mart

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

Table 7b. Other CTE Institutions Awards on TOP 1210.00 Respiratory Care/Therapy in Bay Region

College	Subregion	Associate Degree	Total
Carrington College-Pleasant Hill	East Bay	25	25
Total		**25**	**25**

Source: Data Mart

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

Gap Analysis

Based on the data included in this report, there is a labor market gap in the Bay region with 239 annual openings for Respiratory Therapists and 129 annual (3-year average) awards for an annual undersupply of 110 students. In the Silicon Valley Sub-Region, there is also a gap with 73 annual openings and 24 annual (3-year average) awards for an annual undersupply of 49 students.

Student Outcomes

Table 8. Four Employment Outcomes Metrics for Students Who Took Courses on TOP 1210.00 Respiratory Care/Therapy

Metric Outcomes	Bay All CTE Programs	Foothill All CTE Programs	State 1210.00	Bay 1210.00	Silicon Valley 1210.00	Foothill 1210.00
Students with a Job Closely Related to Their Field of Study	73%	86%	92%	94%	100%	100%
Median Annual Earnings for SWP Exiting Students	$44,575	$63,206	$38,211	$68,527	$63,868	$63,868
Median Change in Earnings for SWP Exiting Students	30%	31%	49%	40%	27%	27%
Exiting Students Who Attained the Living Wage	53%	50%	54%	66%	55%	55%

Source: Launchboard Strong Workforce Program Median of 2016-18.

Skills, Certifications and Education

Table 9. Top Skills for Respiratory Therapists in Bay Region (Nov 2020 - Oct 2021)

Skill	Posting	Skill	Posting
Respiratory Therapy	1,371	Pediatric Advanced Life Support	130
Patient Care	653	Neonatal Intensive Care Unit (NICU)	129
Advanced Cardiac Life Support (ACLS)	507	Clinical Experience	127
Treatment Planning	411	Scheduling	117
Life Support	337	Physiology	115
Ventilation	268	Repair	111
Critical Care	257	Electrocardiogram (EKG/ECG)	110
Cardiopulmonary Resuscitation (CPR)	254	Patient Treatment	110
Therapy	195	Bronchoscopy	101
Acute Care	173	Therapeutic Procedures	101
Patient/Family Education and Instruction	161	Quality Assurance and Control	99
Spirometry	147	Pediatrics	92
Neonatal Resuscitation	133	Pathology	90
Respiratory Care Procedures	133	Continuous Positive Airway Pressure (CPAP)	89

Source: Burning Glass

Table 10. Certifications for Respiratory Therapists in the Bay Region (Nov 2020 - Oct 2021)

Certification	Posting	Certification	Posting
Registered Respiratory Therapist	789	First Aid Cpr Aed	77
Respiratory Care Practitioner (RCP)	552	Driver's License	55
Advanced Cardiac Life Support (ACLS) Certification	492	Certified Occupational Therapy Assistant (COTA)	34
Certified Respiratory Therapist	365	CA License	19
Basic Life Saving (BLS)	327	Certified Pulmonary Function Technologist	14
Neonatal Resuscitation Program (NRP)	261	Certified Respiratory Therapy Assistant	11
Basic Cardiac Life Support Certification	217	Care License	4
American Heart Association Certification	139	Licensed Practical Nurse (LPN)	3
Pediatric Advanced Life Support (PALS) Certification	91	Emergency Medical Technician (EMT)	3
Registered Pulmonary Function Technologist	78	Licensed Vocational Nurse (LVN)	2

Certification	Posting	Certification	Posting

As shown in Table 11 below, employers in the Bay Region have consistently listed a Bachelor's degree or higher as the minimum education required for Respiratory Therapists since 2016, with the exception of 2018.

Table 11: Education Requirements for Respiratory Therapists in Bay Region, 2016 – 2021*

Education (minimum advertised)	2016	2017	2018	2019	2020	2021*
Associate's degree	32%	45%	61%	41%	37%	40%
Bachelor's or higher	68%	55%	39%	59%	63%	60%

Source: Burning Glass   * Job postings are from January 2021 – November 2021

Proposed Change to Educational Requirements for Respiratory Therapists
Currently, to qualify for licensure in California, Respiratory Therapists must attend an education program accredited by the Commission on Accreditation for Respiratory Care (CoARC) and been awarded a minimum of an **associate degree.**

 In 2019, the American Association for Respiratory Care (AARC) published their support to advance educational requirements for RTs from an **associate degree** to a **bachelor's degree.** This recommendation is based on their understanding that the role of the Respiratory Therapist has advanced significantly - experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites.

If successful, the degree requirement would change for new Respiratory Therapists beginning in 2030 and thereafter.

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

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WORKFORCE NEEDS ASSESSMENT

RESPIRATORY THERAPISTS IN CALIFORNIA

January 2022

Acknowledgements

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Executive Summary

In December of 2021, the California Community College Centers of Excellence launched a targeted statewide survey of employers to better understand the workforce need for respiratory therapists (RTs) across California.

This report combines preliminary survey data with recent educational and employment statistics and projections to describe the current RT workforce, the educational programs that train RTs, and the growing employer demand for RTs in California. The findings generate critical insights to support the growing healthcare needs of the state and the future of the RT profession. Key findings include:

- As many as 23,500 individuals hold active licenses to practice as a respiratory therapist in California while occupational employment data estimates there are only about 16,000 jobs currently.

- The demand for RTs is projected to increase by 11% through 2025, growth of more than 1,700 new jobs. Replacement needs generate close to 5% or 340 jobs annually as well. Combined, annual openings could be as high as 1,100 annually.

- Wage estimates show that RTs, when employed full-time, can earn as much as $70,000 annually as a relatively new entrant to the profession.

- The demand for RTs who have attained a bachelor's degree seems to be increasing, possibly a result of changes to the role of RTs and/or to support more robust supervisory or clinical career pathway opportunities.

- To incentivize further education, 34% of employers surveyed either currently offer or would consider offering a salary or non-salary incentive to new employees with a bachelor's degree in respiratory therapy or in a related health field.

- There are 28 respiratory therapy programs in California (20 public and eight private programs); all offer an Associate degree and seven award bachelor's degrees. Together, they award about 1,000 degrees annually.

Respiratory Therapist Employment

To better understand the labor market conditions for Respiratory Therapists (RTs), this study compiled data from multiple sources to build a profile of the RT workforce, where RTs are typically employed, how much they earn and the pipeline of community college students. The report also includes information collected directly from RT employers collected via an online survey.

Employer Survey: Preliminary Findings

To better understand the hiring needs, requirements and preferences of hospitals and other organizations that employ RTs, the COE is conducting a survey to gather information that would assist community colleges with preparations to offer a bachelor's degree program in Respiratory Therapy. The survey seeks to determine current and future labor market demand for RTs, level of difficulty finding qualified RTs, preferences for education levels, RT recruitment strategies and interest in collaborating with community colleges with Respiratory Therapy programs. Survey questions also covered current workforce training and development practices, trends related to respiratory care practices and clinical skills, and employer perspectives on Bachelor's degrees in Respiratory Therapy.

The analysis included in the report is a preliminary summary of the responses collected from December 7, 2021 through January 10, 2022 and may be revised as more employers participate in the survey.

Size of the RT Workforce

According to state licensure data[1], there were more than 23,500 individuals who held an active Respiratory Care Practitioner license in California during fiscal year 2019-20. Since 2015-16, the number of active licensees have increased by 3.5% or about 790 practitioners.

In 2020, there were close to 16,000 RT jobs in the state of California.[2] This is a slight decrease of about 300 jobs since 2015, a decline of 2%. By the year 2025, California is projected to create more than 1,700 new RT positions to total as many as 17,660 jobs, an significant increase of 11% over the period.

Exhibit 1: Historical employment for Respiratory Therapists in California (2015-2020)

Occupation	2015 Jobs	2020 Jobs	Change	% Change
Respiratory Therapists (SOC 29-1126)	16,236	15,945	(291)	(2%)

Exhibit 2: Projected demand for Respiratory Therapists in California (2020-2025)

Occupation	2020 Jobs	2025 Jobs	Change	% Change	Annual Change
Respiratory Therapists (SOC 29-1126)	15,945	17,659	1,714	11%	343

In addition to new jobs created, 4.7% of workers annually vacate the respiratory therapist profession, creating approximately 785 openings each year. Combined with annual job growth (change), RT job opportunities could number 1,130 annually through 2025.

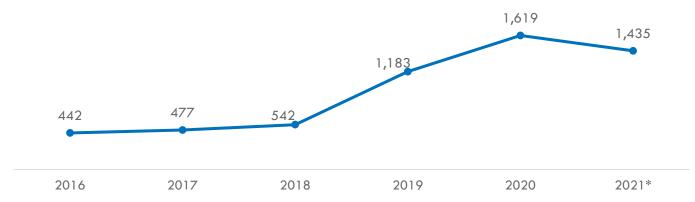**Exhibit 3: Projected replacement needs for Respiratory Therapists in California (2020-2025)**

Occupation	Annual Replacement Rate	Annual Replacement Jobs	Average Annual Openings
Respiratory Therapists (SOC 29-1126)	4.7%	785	1,130

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[1] License count for fiscal year (FY) 2019-20. Source: Department of Consumer Affairs, Licensee Lists. Accessed online at https://www.dca.ca.gov/data/annual_license_stats.shtml, January 10, 2022.
[2] Economic Modeling Specialists, Inc. 2021.3. Average annual openings combines annual change with annual replacements.

Online recruitment pattern is another measure of demand. In the chart below, the number of annual postings for RT jobs from 2016 through most of 2021 are detailed. Peaking in 2020, the slight drop-off in 2021 could be attributed to the missing month of data (December 2021) or indicate a tapering off as the state neared the second anniversary of the COVID-19 pandemic and pandemic response.

Exhibit 4: Annual job postings for Respiratory Therapists in California (2016 – 2021*)

* Job postings are from January 2021 – November 2021

Employers confirm RTs are in demand

Survey participants currently employ more than 2,650 RTs and expect to add as many as 150 full-time RTs and 100 part-time RTs in the next 12 months (n=44).

- At the time of the survey, 75% of respondents were recruiting to fill open RT positions – reporting a combined 110 full-time positions and close to 100 part-time positions across the sample.

- More than half (57%) of employers reported having some to extreme difficulty in finding qualified candidates for positions.

Industry Employers

Our analysis of labor market data indicated Hospitals, Nursing Care Facilities, and HMO Medical Centers were the largest industry employers of the occupation. Respiratory therapists are most likely to be employed in a hospital setting, responsible for about four out of five RT jobs (79%).

Jobs in nursing facilities, specifically those with acute care services follow with close to 5% of the positions, and jobs in HMO medical centers account for another 3%.

Who Responded to the Survey?

A total of 44 employers had responded to the survey when the data was analyzed. Almost all of the respondents (89%) represented Hospitals, while other respondents were from Offices of Physicians, HMO Medical Centers, Acute Care or Specialty facilities.

Early results lean heavily to Bay Area and Inland Empire employers as those were the first regions to have initiated a data collection effort. The greatest number of respondents (38%) were located in the Inland Empire (Riverside and San Bernardino counties), followed by the Bay Region with 34% of the sample.

Education Requirements
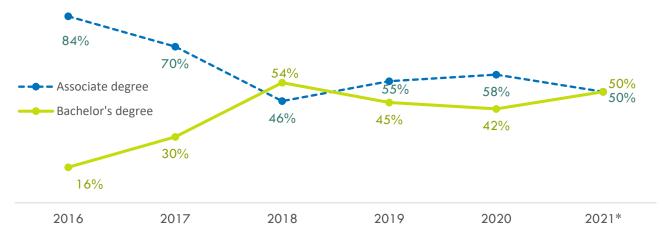
Current Degree Requirement
The minimum educational requirement for RTs in California is an associate degree. Currently, to qualify for licensure in California, Respiratory Therapists must attend an education program accredited by the Commission on Accreditation for Respiratory Care (CoARC) and been awarded a minimum of an associate degree. To qualify for licensure, applicants must also pass exams given by the National Board for Respiratory Care (NBRC).[3]

Proposed Change to Educational Requirements for Respiratory Therapists
In 2019, the American Association for Respiratory Care (AARC) published their support to advance educational requirements for RTs from an **associate degree** to a **bachelor's degree**. This recommendation is based on their understanding that the role of the Respiratory Therapist has advanced significantly — experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites. If successful, the degree requirement would change for new Respiratory Therapists beginning in 2030 and thereafter.

According to job posting data, of those that include degree requirements, the share of postings requiring an associate degree has declined since 2016 while the share of jobs that require a bachelor's degree or above has increased during the same period.

Exhibit 5: Minimum education level requested in job postings, Statewide (2016 – 2021*)

* Job postings are from January 2021 – November 2021

Employers detail degree-level requirements versus preferences in hiring

- **Reigning requirement is still an associate degree**
  Most employers in the survey reported that the required degree for RT employment at their organization is still an associate degree (79%) — just **9% reported that a bachelor's degree was required.**

- **Emerging preference for a bachelor's degree**
  In terms of degree preferred, 66% indicated no distinction in their hiring preferences. However, **20% responded that their organization's preference was for a bachelor's degree** – either in Respiratory Therapy or in another health-related field.

- **Most employers surveyed (82%) are aware of the proposed change** to the education requirements for RTs — advancing from an associate to a bachelor's degree.

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[3] Information accessed from https://www.rcb.ca.gov/applicants/index.shtml on January 11, 2022.

Work Experience
In addition to degree attainment (and licensure), employers are also looking for applicants with some work experience. When asked about length of work experience, most (80%) responded that they will consider newly licensed RTs with very little or no on-the-job experience and almost all (95%) were open to RTs with one to three years of experience.

Work Environment

Evolving RT role
Within the proposal for the degree advancement in respiratory therapy, the AARC emphasized that their recommendation is the result of how the role of the Respiratory Therapist has changed. They argue that the occupation is experiencing growth in scope of practice, complexity of clinical skills, and diversity of care sites.

As such, these were topics that employers were asked about in the survey. Most indicated that the scope of practice and clinical skills for Respiratory Therapists have changed at their organization.

- 70% reported the scope of practice has expanded for RTs.

- 84% reported the clinical skills RT perform have become more complex.

- In addition to influencing the hiring process, employers related some degree distinction within the tasks or responsibilities performed by RTs. **Almost half (43%) indicated that there are certain tasks/responsibilities that they prefer Bachelor's degree RTs perform.**

Exhibit 6: Hourly and Annual Wages for Respiratory Therapists in California (2020)

2020 Wage Data	Entry-Level 25th Percentile	Median 50th Percentile	Experienced 75th Percentile	Living Wage Measure[4]	
				Single Adult	Single Adult and School-age Child
Hourly	$33.90	$41.17	$50.11	$15.00	$24.68
Annual*	$70,512	$85,634	$104,289	$31,200	$52,131

*Annual estimates assume full-time employment equivalent to 40 hours per week and 52 work weeks per year.

Incentivizing Degree Attainment

- Within the sample, one-third of employers (34%) reported their organization currently offers or would **offer a salary incentive to RTs who have a Bachelor's degree in Respiratory Therapy.**

- Other incentives offered to workers included:

  o **Increased advancement opportunities** – more likely to be offered leadership positions (shift team leads, transport RTs, etc.), to be elevated to a clinical ladder or range.

  o **Non-salary financial benefits** – eligible for sign on bonus, tuition reimbursement, scholarships, and student loan forgiveness programs.

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[4] Self-Sufficiency Standard wage data was pulled from The Self-Sufficiency Standard Tool for California on 1/5/2022. For more information, visit: http://selfsufficiencystandard.org/california. Living wage measure for a single adult included in Exhibit 6 represents the minimum wage (assumes employers with 25 or more employees) or the median living wage for the family size indicated across California's 58 counties, whichever is higher.

Respiratory Therapy Programs

As shown in detail below, based on the award data for the most recent three years for both associate and bachelor's degrees, RT programs across the state successfully graduate about 1,000 students each year.

Community Colleges

Twenty community colleges currently offer training and education programs to prepare future RTs.[5] All programs report under TOP code 1210.00 Respiratory Care and Therapy. In 2019-20, more than 1,100 students enrolled in non-introductory respiratory care/therapy courses and 374 completed an associate or bachelor's degree. These programs share many characteristics of successful CE programs:

- 95% course retention rates on average
- 88% course success rates on average
- In the most recent three years for which data is available, these programs have collectively awarded bachelor's and associate degrees to 1,092 students

A close look at the most recent available data of student employment outcomes for RT programs found that community college students who complete their studies in this field:

- Found a job closely related to their field of study - 99%[6]
- Reported median annual earnings of $42,242
- Reported median change (gain) in earnings of 33%
- Most (58%) met or exceeded the single-adult living wage threshold within one year of exit

Exhibit 7: Community College Associate and Bachelor's Degrees in Respiratory Therapy[7]

Community College	Award	2017-18 Awards	2018 -19 Awards	2019-20 Awards	3-year Average
American River	Associate	16	19	16	17
Antelope Valley	Associate	10	13	16	13
Butte	Associate	30	27	29	29
Compton	Associate	-	1	-	-
Crafton Hills	Associate	29	25	32	29
East LA	Associate	24	27	19	23
El Camino	Associate	16	15	16	16
Foothill	Associate	23	24	23	23
Fresno City	Associate	15	19	19	18
Grossmont	Associate	22	19	28	23
Hartnell	Associate	18	15	10	14
LA Valley	Associate	27	25	27	26
Modesto	Associate	22	24	22	23

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[5] CCCCO Datamart awards data determined the list of active RT programs in community colleges. Active defined by at least one associate or bachelor's degree awarded in the last three program years.

[6] CalPass Plus Launchboard, 2016-2019 data for California Community Colleges.

[7] Awards data in this table are from CCCCO Datamart awards data and represents a count of awards given; awards totals as shown on Launchboard may vary as the data represent number of students receiving an award – removing any duplication of awards (one student receiving multiple awards).

Community College	Award	2017-18 Awards	2018-19 Awards	2019-20 Awards	3-year Average
Mt San Antonio	Associate	24	19	13	19
Napa	Associate	24	20	22	22
Ohlone	Associate	19	20	9	16
Orange Coast	Associate	16	12	17	15
Santa Monica	Associate	3	15	14	11
Skyline	Associate	17	26	18	20
Victor Valley	Associate	17	20	16	18
Total, Associate		*372*	*385*	*366*	*375*
Modesto	Bachelor's	-	18	8	9
Skyline	Bachelor's	18	2	-	7
Total, Bachelor's		*18*	*20*	*8*	*16*
Total, All Awards		**400**	**405**	**374**	**393**

Employers elaborate on RT programs offered by community colleges.

When asked which, if any, RT programs at California community colleges they were familiar with, employers most frequently identified Crafton Hills College, Skyline College, Foothill College, Ohlone College and Victor Valley College. Given the survey was promoted primarily to employers in those regions, this result is to be expected.

- About two-thirds (66%) of employers were already aware that bachelor's degrees in Respiratory Therapy were available through California community colleges.
- Most (86%) of the employers who responded to the RT survey currently offer clinical rotations for students. The survey did not ask them to distinguish whether they partner with public or private colleges.

Private Postsecondary Institutions

Several private colleges currently graduate respiratory therapy professionals. These programs report under two CIP codes: 51.0812 Respiratory Therapy Technician or Assistant, and 51.0908 Respiratory Care Therapy/Therapist.

Exhibit 31: Private Postsecondary Institutions Associate and Bachelor's Degrees[8]

Community College	Award	2016-17 Awards	2017-18 Awards	2018-19 Awards	3 Year Average
American Career College-Anaheim	Associate	47	37	35	40
American Career College-Ontario	Associate	47	33	29	36
California College San Diego	Associate	43	47	42	44
Carrington College-Sacramento	Associate	0	0	16	5
Concorde Career College-Garden Grove	Associate	32	51	39	41
Concorde Career College-North Hollywood	Associate	36	42	47	42
Concorde Career College-San Bernardino	Associate	27	16	27	23

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[8] Program and completion data for other postsecondary institutions was compiled using the Integrated Postsecondary Education Data System (IPEDS).

Community College	Award	2016-17 Awards	2017 -18 Awards	2018-19 Awards	3 Year Average
Concorde Career College-San Diego	Associate	21	13	2	12
Pima Medical Institute-Chula Vista	Associate	18	23	0	14
Pima Medical Institute-San Marcos	Associate	0	0	24	8
Platt College-Anaheim	Associate	0	0	0	0
Platt College-Los Angeles	Associate	31	23	14	23
Platt College-Ontario	Associate	43	42	41	42
Platt College-Riverside	Associate	0	0	0	0
San Joaquin Valley College-Visalia	Associate	179	266	242	229
Total, Associate		*524*	*593*	*558*	*558*
California College San Diego	Bachelor's	7	5	5	6
Loma Linda University	Bachelor's	10	10	10	10
Platt College-Los Angeles	Bachelor's	3	11	4	6
Platt College-Riverside	Bachelor's	0	0	0	0
San Joaquin Valley College-Visalia	Bachelor's	0	0	79	26
Total, Bachelor's		*20*	*26*	*98*	*48*
Total, All Awards		**544**	**619**	**656**	**606**

Employers offer their personal perspectives on degree attainment

"Bachelor's degree programs are sorely needed. By allowing community colleges to offer these advanced degrees [it] would be very advantageous to CA Resp programs and CA respiratory therapists. Many other states already have this in place so they have many more Respiratory Therapists with a bachelor's degree. It would be awesome if CA could do the same."

"I personally fully support the development of the bachelor's programs at the community college level. We have spent considerable time developing a clinical ladder in our organization that supports our staff to pursue the bachelor's degree and advance their learning. The goal is to improve our level of practice and improve clinician involvement in the provision of care through shared governance, active participation in root cause and failure mode effects analysis."

"B.S. degrees are essential if we want to move towards an advanced practice RCP. There is great opportunity in healthcare to have an advanced practice RCP from the ambulatory world (pulmonary office/clinic, home health visits in hospital to home situations, assist hospitalists/intensivists, etc.)"

"In my experience as a manager - I currently have staff who have obtained their BSRC degrees, and they do not have an understanding of ABG Lab requirements. I can ask them about 'pre-analytical, analytical, and post-analytical' questions regarding ABG's, and they get confused."

"They obtain their BSRC and only have gained knowledge about ventilating an adult patient…[they] struggle with instructing an asthmatic patient on their inhalers."

"We do not currently have any BS in RT on staff so hard to know what would happen with salary and procedures until we start getting them. Currently BS degree only required/recommended for management positions…"

"Our hospital currently does not offer incentives for bachelor's degrees, and I don't think it should be a mandatory requirement for RTs, but as an extra opportunity … possibly get paid more for it or be given more duties at work.

References

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FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Approve the Foothill College Meta Major Groupings and Names

Whereas, meta majors are a recommended component of the Guided Pathways framework that are intended to make it easier for students to identify, pursue, and complete a program of study by grouping programs of study based on curricular overlap, Taxonomy of Program (TOP) code, and labor market information; and

Whereas, the Guided Pathways team has engaged campus constituents at division and department meetings, at Academic Senate, at Classified Senate, at Student Senate, at monthly Meta Major Work Team meetings, and at weekly Meta Major office hours, and has collaborated with faculty, students, staff, and administrators, to group meta majors at two campus-wide Sorting Day events; and

Whereas, the majority of campus constituents voiced preference for the Career and Academic Pathways groupings of meta majors, and that program placement impacted by the adoption of these groupings and their names, rather than another proposed option, has been considered and approved by individual departments; and

Whereas, the Academic Senate for California Community Colleges urges local senates to assert that determining the content, categories, and titles of the "meta majors" or "areas of focus" is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200 (resolution F17 9.01), and that the College Curriculum Committee (CCC) is the sub-committee of the Academic Senate which establishes and approves campus-wide curriculum policies;

Resolved, that the Foothill College Curriculum Committee approve the proposed seven meta major groupings (listed below and attached), known collectively as "Career and Academic Pathways," and recommend their approval to the Foothill College Academic Senate.

- Allied Health & Wellness
- Arts & Media
- Business
- Education
- Industrial Technology & Building Trades
- Society, Culture & Human Development
- Science, Technology, Engineering & Math (STEM)

FOOTHILL COLLEGE
GUIDED PATHWAYS

Foothill College Meta Majors:
Career and Academic Pathways

Allied Health & Wellness

- Athletics
- Dental Assisting
- Dental Hygiene
- Diagnostic Medical Sonography
- Emergency Medical Services
- Emergency Medical Technician
- Kinesiology
- Paramedic
- Personal Trainer
- Pharmacy Technician
- Physical Education
- Public Health Science
- Radiologic Technology
- Respiratory Therapy
- Sports Medicine
- Veterinary Assistant
- Veterinary Technology

Arts & Media

- Art
- Communication Studies
- Dance
- Film, Television, & Electronic Media
- Graphic and Interactive Design
- Media Studies
- Music General
- Music Technology
- Photography
- Studio Arts
- Theatre Arts
- Theatre Technology

Business

- Accounting
- Business Administration
- Enterprise Networking

Education

- Early Childhood Education
- Education Technology Specialist
- Elementary Teacher Education
- Emerging Educational Technology Leadership
- Learning in New Media Classrooms (LINC)
- Makerspace Coordinator
- Online and Blended Instruction
- STEAM Instructional Leadership

Foothill College Meta Majors:
Career and Academic Pathways

FOOTHILL COLLEGE
GUIDED PATHWAYS

Industrial Technology & Building Trades

- Apprenticeship Program--Air Conditioning and Refrigeration Technology
- Apprenticeship Program--General Electrician
- Apprenticeship Program--Pipe Trades
- Apprenticeship Program--Plumbing Technology
- Apprenticeship Program--Sheet Metal
- Apprenticeship Program--Sound and Communication
- Apprenticeship Program--Steamfitting and Pipefitting Technology

Society, Culture & Human Development

- Anthropology
- Art History
- Child and Adolescent Development
- Economics
- English
- Ethnic Studies
- General Studies – Social Sciences
- Global Studies
- History
- Humanities
- Japanese
- Journalism
- Philosophy
- Political Science
- Psychology
- Social Justice Studies
- Sociology
- Spanish
- Transfer Studies
- Women's Studies

Science, Technology, Engineering & Math (STEM)

- Biological Sciences
- Biology
- Chemistry
- Computer Science
- Engineering
- Environmental Horticulture & Design
- Environmental Science
- Geographic Information Systems Technology
- Geography
- General Studies—Science
- Math
- Physics

FOOTHILL COLLEGE
College Curriculum Committee
Resolution to Approve the Foothill College Meta Major ~~Model~~ <mark>Groupings and Names</mark>

Whereas, meta majors are a recommended component of the Guided Pathways framework that are intended to make it easier for students to identify, pursue, and complete a program of study by grouping programs of study based on curricular overlap, Taxonomy of Program (TOP) code, and labor market information; and

Whereas, the Guided Pathways team has engaged campus constituents at division and department meetings, at Academic Senate, at Classified Senate, at Student Senate, at monthly Meta Major Work Team meetings, and at weekly Meta Major office hours, and has collaborated with faculty, students, staff, and administrators, to group meta ~~major models~~ <mark>majors</mark> at two campus-wide Sorting Day events; and

Whereas, the majority of campus constituents voiced preference for the Career and Academic Pathways ~~model~~ <mark>groupings</mark> of meta majors, ~~which is the basis of the Foothill College Meta Major Model,~~ and that program placement impacted by the adoption of ~~this model~~ <mark>these groupings and their names,</mark> rather than another proposed option, has been considered and approved by individual departments ~~and reflected in the Foothill College Meta Major Model~~; and

Whereas, the Academic Senate for California Community Colleges urges local senates to assert that determining the content, categories, and titles of the "meta majors" or "areas of focus" is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200 (resolution F17 9.01), and that the College Curriculum Committee (CCC) is the sub-committee of the Academic Senate which establishes and approves campus-wide curriculum policies;

Resolved, that the Foothill College Curriculum Committee approve the proposed ~~Foothill College Meta Major Model~~ <mark>seven meta major groupings (listed below and attached), known collectively as "Career and Academic Pathways,"</mark> and recommend ~~its~~ <mark>their</mark> approval to the Foothill College Academic Senate.

- <mark>Allied Health & Wellness</mark>
- <mark>Arts & Media</mark>
- <mark>Business</mark>
- <mark>Education</mark>
- <mark>Industrial Technology & Building Trades</mark>
- <mark>Society, Culture & Human Development</mark>
- <mark>Science, Technology, Engineering & Math (STEM)</mark>