College Curriculum Committee Meeting Agenda
Tuesday,

			#3/16/21-1	Kuehnl
2. Report Out from Division Reps	5 min.	Discussion		All
3. Public Comment on Items Not on Agenda (CCC cannot discuss or take action)	5 min.	Information		

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

5. Consent Calendar a. GE Application	5 min.	Action	#3/16/21-4	Kuehnl
6. Addition to Credit by Examination List: KINS 16A	2 min.	Information		Kuehnl
7. Changes to Course Families: Art Dept. (Fine Arts & Communication)	5 min.	2nd Read/ Action	#3/16/21-	

#3/16/21-7   New Program Application: IT Support CA
#3/16/21-8   New Program Application: English as a Second Language for College and
              Careers (High-Intermediate) Noncredit Certificate
#3/16/21-9   New Program Application: English as a Second Language for College and

COLLEGE CURRICULUM COMMITTEE
Committee Members Ð 2020 -21

Meeting Date: 3/16/21

Co-Chairs (2)
   r   Eric Kuehnl

College Curriculum Committee
Meeting Minutes
Tuesday, March 2 , 2021
2:00 p.m. Ð3:30 p.m.
Meeting held virtually via ConferZoom

Item	Discussion
1. Minutes: February 16, 2021	Approved by consensus.
2. Report Out from Division Reps	Speaker: All PSME: No updates to report. Library: No updates to report. Language Arts: Continuing focus on Guided Pathways, collaboration between English and ESLL depts. and possible reactivation of ESLL 26 (ENGL 1A equivalent); division retreat next week around equity. Kinesiology: No updates to report. Fine Arts: No updates to report. Rep requested continuation of seat count discussion. Counseling: No updates to report. BSS: No updates to report.

Draft Minutes, March 2, 2021

5. Consent Calendar
   a. GE Applications

Speaker: Eric Kuehnl

The following GE applications were presented: Area IVÑ CNSL 3, 3H; Area VIÑ CNSL 3, 3H; ETHN 51, 52, 53, 55. BSS rep asked about CNSL 3 & 3H, noting courses possibly have overlap with depts. within BSS (e.g., Psychology). Kuehnl clarified that today's discussion and approvals are for Foothill GE, and the courses in general have already been approved. BSS rep asked for guidance on the appropriate avenue for BSS faculty to discuss these coursesÑ Kuehnl believes the appropriate process would be a meeting between the reps from both divisions, the interested faculty from BSS, and the CNSL course authors. Hueg noted the CNSL courses intended to be added to the Social Justice Studies ADT and agreed that CCC needs to determine a better way to foster cross-division discussion.

PSME rep noted this was one reason for the creation of the New Course Proposal form, to allow for transparency across campus. Fong added that the onus is somewhat placed on the dept. that houses an existing course to initiate discussion, as opposed to the faculty developing new course, which seems somewhat backwards and should ideally be a two-way discussion. Vanatta addressed concerns about adding new courses to ADTs, noting she meets with Gilstrap in spring to discuss requests for new courses to be added to ADTs, and she or Gilstrap then notifies faculty contact person for ADT to inform them of possible additions; courses are not added without faculty notification.

Language Arts rep mentioned that content on CNSL 3 & 3H appears

	for participants in art fields (e.g., art teachers) to collaborate with others to build cross-curricular instructional programs. Group agreed to vote on items 6-8 as one motion. Motion to approve items 6-8 M/S (Venkataraman, Jackson Sandoval). Approved.
9. Stand Alone Approval Request: APPT 198	Speaker: Eric Kuehnl Second read of Stand Alone Approval Request for APPT 198. No comments. Motion to approve M/S (Venkataraman, Meneses). Approved.
10. Changes to Course Families: Art Dept. (Fine Arts & Communication)	Speaker: Eric Kuehnl First read of changes to course families for Art dept. courses, for 2021-22 catalog. Fine Arts rep explained changes, noting rep was in group that created original families in 2012. Recently, Art dept. faculty from Foothill and De Anza met to discuss minor change to families, which expanded into larger discussion of all their families. Worked collaboratively to draft list of changes. Intent is to enable students to develop qualified portfolios to use for transfer purposesÑ for art majors at many schools, incl. CSUs and UCs, grades are not enough and must submit

Title 5 updates, minor changes to transferable courses, all changes to non-transferable courses (incl

Course Change Request

56th SESSION RESOLUTIONS
Spring Plenary

FOR DISCUSSION AT AREA MEETINGS
March 26 and 27, 2021

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on April 17, 2021

Resolutions Committee 2020-2021
Stephanie Curry, ASCCC North Representative (Chair), Area A
Sam Foster, ASCCC South Representative, Area D
Amber Gillis, Compton Community College, Area C
Annie Corbett, 199 PCC Collt1 6htat e

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

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

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

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

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

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

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

Contact: Christopher Howerton, Legislative and Advocacy Committee

8.0 COUNSELING

*8.01 S21 Counseling Faculty, Student Success, and Transfer
Whereas, Counseling faculty play an integral role in facilitating student preparation and success by providing appropriate and necessary support programs and services that not only help students find their educational pathways but also stay on the educational pathways, helping to fulfill two of the four pillars of the guided pathways frameworks as referenced in the California Community College Vision for Success[9], which is vital to ensuring that students are able to meet their goals;

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

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

Whereas, Goal 2 in the California Community College Vision for Success[10] is to "Over 5 years,

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

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

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

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

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

Contact: Randy Beach, Curriculum Committee

10.0 DISCIPLINES LIST

*10.01 S21 Disciplines List² Film and Media Studies
Whereas, Oral and written testimony given through the consultation process used for the review of Minimum Qualifications for Faculty and Administrators in California Community Colleges, also known ch

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

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

20.0 STUDENTS

*20.01S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment
Whereas, The Academic Senate for California Community Colleges has advocated for inclusive college campuses through resolutions, rostrum articles and presentations; [12]

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges support local academic senates with resources and professional development opportunities on creating inclusive demiincl:9(l)18(v)nouns in all campus andf 1 0 0 1 9(c)4(nc)-15(l:9 718(nc)-15(l)1t31f 1 0

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

Whereas, The regional consortia and the sector and regional directors also provide a significant variety of regional leadership activities and regional community building

Course Number & Title: KINS 5 Sports & Cinema

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

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

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

H1. Acquire knowledge and understanding of significant artistic, literary, or   philosophical works and the historical and cultural context in which the works were created and interpreted;
Matching course component(s):

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

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

General Education Review Request
AREA I- HUMANITIES

Catalog Description:
Examination of how the c ultural, political, psychological and his torical dimensions of sport and other forms of movement are portrayed in feature films and do cumentaries. Representations of identity, power, performance,

disability, culture
3)   How film describes, defines and challenges key aspects of sport and movement
    a)   Qualitative analysis of movement depicted on film
    b)   Popular discourse about sport and movement
4)

General Education Review Request
AREA I- HUMANITIES

Breadth Mapping: please indicate all that apply (if applicable)

General Education Review Request
AREA I- HUMANITIES

Recommended for Approval: X____   Not Recommended for Approval: _____   Date: 28 Feb 2021_____

In the box below, please provide rationale regardin g the subcommitteeÕs recommendation:

No comments provided.

Foothill College
Credit Program Narrative
Certificate of Achievement in Cybersecurity

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

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

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

Item 2. Catalog Description
The Certificate of Achievement in Cybersecurity is designed for people who are seeking employment with companies of all types. The scope of cybersecurity is very broad, including both open source and proprietary solutions. All organizations have a need for cybersecurity professionals. For example, a website developer is responsible for securing their website against different types of attacks, or a database engineer is responsible for granting secure access to data. The program provides 27 units of instruction on deploying secure networks, and the fundamentals of cybersecurity, ethical hacking, computer forensics and firewalls.

Item 3. Program Requirements

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

TOTAL UNITS: 27 units

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

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

TOP Code: 0701.00 - Information Technology, General

Annual Completers: 20 plus

Net Annual Labor Demand: 7,053

Faculty Workload: 1

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

New Equipment: $0

New/Remodeled Facilities: $0

Library Acquisitions: $0

Gainful Employment: Yes

Program Review Date: December, 2025

Cyber Security Occupations
Labor Market Information Report
Foothill College

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

Recommendation

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

Introduction

This report provides student outcomes data on employment and earnings for TOP 0707.00 - Computer Software Development programs in the state and region. It is recommended that these data be reviewed to better understand how outcomes for students taking courses on this TOP code compare to potentially similar programs at colleges in the state and region, as well as to outcomes across all CTE programs at Foothill College and in the region.

This report profiles Cyber Security Occupations in the 12 county Bay Region and in the Silicon Valley Sub-Region for a proposed new program at Foothill College.

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

¥! Information Security Analysts (15-1122 / 15-1212): Plan, implement, upgrade, or monitor security measu

Administrative Management and General Management Consulting Services	324	384	19%	1%
Temporary Help Services	322	345	7%	1%
HMO Medical Centers	315	███████		

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

College	Sub-Region	Associates

		Health Insurance Portability and Accountability Act	
Security Operations	1,115	(HIPAA)	706

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

Foothill College
Credit Program Narrative
Certificate of Achievement inIT Support

<u>Item 1. Program Goals and Objectives</u>

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

New Equipment: $0

Business Analyst   90   Services Engineer   36

| Linux | 879 | Microsoft Visio | 584 |

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