College Curriculum Committee Meeting Agenda
Tuesday, May 7, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter(s)
1. Minutes: April 23, 2019	Action	#5/7/19-1	Armerding
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal	Information	#5/7/19-2	Armerding
4. Program Deactivation: Mathematical Foundations Certificate of Completion	1st Read	#5/7/19-3	Armerding
5. Stand Alone Approval Request: R T 70A	2nd Read/ Action	#5/7/19-4	Armerding
6. Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement	2nd Read/ Action	#5/7/19-5	Armerding
7. Honors Course Prerequisite	Discussion		Honors Inst./ Equity
8. Temporary Program Creation Process—Feedback Form	2nd Read/ Action	#5/7/19-6	Armerding
9. Auto-informing Students for Degrees and Certificates	4th Read/ Action	#5/7/19-7	Armerding
10. Improving Cross-Campus Communication Regarding Course Changes	Discussion		Armerding
11. Templates for New Program Narratives	Discussion	#5/7/19-8—9	Armerding
12. Good of the Order			Armerding
13. Adjournment			Armerding

Attachments:

#5/7/19-1	Draft Minutes: April 23, 2019
#5/7/19-2	New Course Proposal: MDIA 8B
#5/7/19-3	Program Deactivation: Mathematical Foundations Certificate of Completion
#5/7/19-4	Stand Alone Course Approval Request: R T 70A
#5/7/19-5	Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement
#5/7/19-6	Feedback Form for New Programs—draft (updated)
#5/7/19-6a	Temporary Program Creation Process (updated)
#5/7/19-7	CCC Resolution re: Auto-Informing Students for Degrees and Certificates—draft (updated)
#5/7/19-8	Certificate of Achievement - Local Template—draft
#5/7/19-9	Certificate of Achievement - Workforce Template—draft

2018-2019 Curriculum Committee Meetings:

Fall 2018 Quarter	Winter 2019 Quarter	Spring 2019 Quarter
~~10/2/18~~	~~1/22/19~~	~~4/23/19~~
~~10/16/18~~	~~2/5/19~~	5/7/19
~~10/30/18~~	~~2/19/19~~	5/21/19
~~11/13/18~~	~~3/5/19~~	6/4/19
~~11/27/18~~	~~3/19/19~~	6/18/19

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

2018-2019 Curriculum Deadlines:

~~12/1/18~~   Deadline to submit courses to CSU for CSU GE approval (Articulation Office).

~~12/1/18~~   Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).

~~2/15/19~~   Deadline to submit local GE applications for 2019-20 catalog (Faculty/Divisions).

~~3/1/19~~   Curriculum Sheet updates for 2019-20 catalog (Faculty/Divisions).

6/1/19   Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

6/21/19   COR/Title 5 updates for 2020-21 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Ben Armerding (Faculty Co-Chair), Rachelle Campbell (BH), Zachary Cembellin (PSME), Stephanie Chan (LA), Bernie Day (Articulation Officer), Kimberly Escamilla (LA), Isaac Escoto (AS President), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Allison Herman (LA), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Ron Painter (PSME), Katy Ripp (KA), Lisa Schultheis (BH), Ben Schwartzman (SRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Anh Tran (SRC), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2018-19

Meeting Date: 5/7/19

Co-Chairs (2)

√	Benjamin Armerding	7453	Vice President, Academic Senate (tiebreaker vote only) armerdingbenjamin@fhda.edu
√	Paul Starer	7179	Interim Associate Vice-President of Instruction starerpaul@fhda.edu

Voting Membership (12 total; 1 vote per division)

	Rachelle Campbell	7469	BH	campbellrachelle@fhda.edu
√	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
	Stephanie Chan		LA	chanstephanie@fhda.edu
√	Bernie Day	7225	Articulation	daybernie@fhda.edu
√	Kimberly Escamilla	7316	LA	escamillakimberly@fhda.edu
√	Valerie Fong	7135	Acting Dean—LA	fongvalerie@fhda.edu
	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
√	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
	Allison Herman	7460	LA	hermanallison@fhda.edu
√	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
√	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
√	Ron Painter		PSME	painterron@fhda.edu
	Katy Ripp	7355	KA	rippkaty@fhda.edu
	Lisa Schultheis	7780	BH	schultheislisa@fhda.edu
√	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt	7658	KA	shewfeltbarbara@fhda.edu
√	Mary Thomas	7522	Library	thomasmary@fhda.edu
	Nick Tuttle	7056	BSS	tuttlenick@fhda.edu
√	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
√	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

			ASFC Rep.	
√	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Debbie Lee, Voltaire Villanueva, Melissa Cervantes, Ben Schwartzman

College Curriculum Committee
Meeting Minutes
Tuesday, April 23, 2019
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: March 19, 2019	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Fine Arts: No updates to report. BSS: Business dept. creating new courses and certificates of achievement; working on streamlining non-transcriptable certs. Bio Health: Working on Title 5 list; discussing future of NCBH 400 supplemental instruction course, related to division partially merging with PSME; discussing possible deactivation of some HLTH courses, due to instructor retirement. PSME: Division will change soon to STEM division. Rep asked if they will be able to have five CCC reps, following this change; also would like Academic Senate to consider allowing STEM division more than one vote at CCC, given its size—Armerding will follow up. Computer Science dept. planning to submit four new courses for fast-tracking, related to new Cloud Services certificate. Language Arts: Creating new NCEL courses to mirror existing ESLL credit courses, and noncredit corequisite for ENGL 1A; working to resolve a deactivation that was overlooked during Courses not Taught in Four Years process. Library: Planning to revise LIBR 10 COR, to update language. Kinesiology: Working on Title 5 list; writing language for ATHL CORs to reflect how teams are selected.
3. Announcements a. New Course Proposals	**Speaker: Ben Armerding** The following proposals were presented: ESLL 201A; NCEL 426, 427, 435, 436, 437. Please share with your constituents. ESLL 201A will be coreq for ESLL students taking ENGL 1A—instructor will have minimum qualifications in both English and ESLL. NCEL courses mirror existing credit courses in ESLL, to hopefully attract more students and allow students to repeat the courses.
b. Notification of Proposed Requisites	New prerequisites for R T 70A, being reactivated for fall 2019. Please share with your constituents.
c. Foothill GE List for 2019-20	Foothill General Education requirements for 2019-20. Newly approved GE courses have been added, and deactivated courses have been removed. Please share with your constituents. Vanatta noted a few notations on document, re: HORT 10, ANTH 13 & 13L, and math proficiency statement—all being voted on during today's meeting.
d. Spring Plenary	Armerding attended with Isaac Escoto and Carolyn Holcroft. Final draft of resolutions has not yet been released, so Armerding delayed announcement until a future meeting.

e. Title 5 Workshops	Workshops are next week! Tuesday, April 30th @2:00PM, and Wednesday, May 1st @9:00AM, both in room 6403. All CCC reps and faculty who own courses on the Title 5 list have been invited, Armerding encouraged reps to forward to other faculty who might be interested. Armerding also noted that Vanatta CCs reps on all curriculum-related emails to faculty, so please help to provide support when needed/appropriate.
f. Honors Prerequisite	Debbie Lee and Voltaire Villanueva, from Honors Institute, presented announcement. Every honors course includes a prerequisite that the student must be honors participant; recently, issues have arisen around this prereq. Armerding announced that further discussion will occur at CCC in more detail; wanted to put topic on the divisions' radars. Please contact Lee and Villanueva with any questions or concerns.
4. Consent Calendar a. GE Applications b. GE Course Removal Request	**Speaker: Ben Armerding** The following GE applications were presented: Area III—ANTH 13, 13L. Additionally, request by Bio Health to remove HORT 10 from the Area III list. No comments. Motion to approve **M/S** (Venkataraman, Kuehnl). **Approved.**
5. Stand Alone Approval Request: R T 70A	**Speaker: Ben Armerding** First read of Stand Alone Approval Request for R T 70A. Will be permanently Stand Alone. No comments. Second read and possible action will occur at next meeting.
6. Program Deactivations: Traditional Photography & Digital Photography Certificates of Achievement	**Speaker: Ben Armerding** First read of deactivations of Traditional Photography and Digital Photography Certificates of Achievement. Memo notes that photography industry no longer distinguishes between different types of photography, so remaining Photography Certificate of Achievement will suffice. No comments. Second read and possible action will occur at next meeting.
7. Program Deactivation: Nanoscience Certificate of Achievement	**Speaker: Ben Armerding** Second read of deactivation of Nanoscience Certificate of Achievement. The AS degree will continue to be offered. No comments. Motion to approve **M/S** (Francisco, Venkataraman). **Approved.**
8. Request to Update AA/AS Degree Minimum Proficiency List for Mathematics	**Speaker: Ben Armerding** Second read of request by PSME division to update the list of courses meeting minimum proficiency in math, for Foothill AA/AS degrees. If approved, updated list will be, "MATH 105 or 180 or any MATH course approved for Foothill GE Area V, Communication & Analytical Thinking." Would be effective for the 2019-20 catalog. No comments. Motion to approve **M/S** (Cembellin, Schultheis). **Approved.**
9. Course Deactivation Exemption Request	**Speaker: Ben Armerding** Paul Starer approved late submission of CDE request from Language Arts for NCEL 403B. No comments. Motion to approve **M/S** (Venkataraman, Thomas). **Approved.**
10. Temporary Program Creation Process—Feedback Form	**Speaker: Ben Armerding** First read of updated Feedback Form for New Programs. Form was approved at previous meeting; since then, Armerding has heard from governance groups regarding feedback process. Form

	has been updated to clarify process and provide clarity regarding the type of feedback sought from each group. Armerding noted that groups liked suggestion from PSME rep to use subcommittees for review of and feedback for new programs. Stressed that feedback process is still meant to not delay creation of new program. Prompt within each comments box was drafted by Armerding, in response to groups' request for insight into type(s) of feedback sought. PSME rep suggested including name of contact person for each group; Armerding suggested adding URLs for the groups' webpages, as contact person might change each year. Second read and possible action will occur at next meeting.
11. Credit by Exam Policy	**Speaker: Ben Armerding** Third read of proposed process for faculty to use when making a course available for Credit by Exam. Document has been updated since second read, to remove note regarding instructor's option to not approve student's CBE request, as well as to add list of topics for consideration when depts. discuss adding a course to the CBE list. Armerding stressed that if a dept. decides to list a course as available for CBE, they are then obliged to offer the course as such. However, concerns still exist, especially regarding adjunct faculty, who might be teaching at multiple colleges and not have the ability to write/administer the exam—for courses primarily taught by adjuncts, dept./division should keep this in mind during discussions. Armerding suggested possibility of requiring depts. to create a department-wide exam for each CBE course, to help mitigate issue of adjuncts needing to develop exam. PSME rep asked if divisions will be required to review/revise CBE list each year; noted that, in some depts., type of faculty teaching (full-time vs. adjunct) can vary from year to year—Armerding suggested depts. be considerate when determining if a course sometimes taught by adjuncts is appropriate for CBE and feasible for pool of instructors who teach; encouraged depts. to include such adjuncts in discussions. Starer cautioned the group against adding/pulling the same course to/from the CBE list year after year. Armerding noted that CBE petition form submitted by student currently includes "approve/deny" question for both faculty and dean, which perhaps needs to be changed. Comment that perhaps form no longer necessary—Starer noted that form is submitted to Admissions & Records for processing, so likely still needed. Following CCC approval of new CBE process, form will need to be reviewed for possible updates. Motion to approve **M/S** (Venkataraman, Kuehnl). **Approved.**
12. Auto-awarding Degrees/Certificates	**Speaker: Ben Armerding** Third read of resolution re: Auto-Awarding Degrees and Certificates. Document has been updated since second read, to adjust language from "auto-awarding" to "auto-informing/alerting". Bio Health rep suggested language change in second to last paragraph, from "regarding degrees and certificates" to "regarding their eligibility for degrees and certificates." Fine Arts rep asked if passing resolution will result in changes to process used by students to apply for completion—this is simply a resolution to confirm CCC's support that a process/policy be created. Further discussion across campus will be needed to implement any process/policy changes. PSME rep asked about a situation in which a student previously completed courses that, at that time,

	were not part of a certificate but are now, would they be alerted and could we claim apportionment—Starer doubts that we can retroactively claim apportionment within current process of submitting apportionment claims to the state, but believes that the student could apply for completion. PSME rep asked how this situation relates to catalog rights—group unsure *[note: Counseling reps not present to address question]*. Armerding will follow up regarding catalog rights and recency requirements. Group discussed "auto-informing" vs. "auto-notifying" language—consensus is "auto-informing." Armerding will follow up with counselors regarding adding language to resolution related to streamlining process for students, to bring back for another read. Group agreed to bring process back for a fourth read before considering for approval; will occur at next meeting.
13. Improving Cross-Campus Communication Regarding Course Changes	**Speaker: Ben Armerding** Continuing discussion from previous meeting (topic has been changed from "Notification of Course Deactivations" to address wider issue). CCC Team discussed ways of improving cross-campus communication to help mitigate impacts of course changes, such as expanding Notification of Proposed Requisites document to inform CCC about other types of course changes. BSS rep asked if new course management system (CourseLeaf) will enable users updating a course to see which programs the course is included on—Vanatta believes that it does, and perhaps also any courses it's listed on as a requisite. BSS rep noted, within division, somewhat casual process of adding courses to programs outside of course's dept., which makes it hard to follow up when a course is deactivated/updated. PSME rep asked what level of detail and at which stage such changes would be shared; noted that requisites shared with CCC only after COR has been submitted to Vanatta. Noted high level of work for reps to keep track of changes coming through their division. Armerding noted this is all up for discussion, both which changes to report and when in the process. PSME rep asked if any recent issues have prompted this discussion—Armerding noted there have been a few recent situations, but also would like to discuss general improvement of culture around communication. BSS rep noted that increasing creation of interdisciplinary ADTs, e.g., Elementary Teacher Education, may result in communication becoming even more important. Armerding noted that improving communication and procedures could help strengthen our decentralized curriculum committee, especially if in the future there is a push to move to a more centralized model. PSME rep mentioned auto-generated emails from C3MS when a COR is moved forward; asked if CourseLeaf will be able to send email alert to users when certain types of changes happen (e.g., faculty's course listed as a prereq by another faculty)—unsure, but will follow up with CourseLeaf. Armerding stressed that this conversation not meant to restrict a division in their decision-making but to foster more communication and hopefully prevent issues for other depts./divisions. BSS rep noted that division minutes are forwarded to Vanatta; suggested reps also send to other divisions as an info item. Bio Health rep noted that even if CourseLeaf cannot send notifications to interested users, if system does enable faculty updating course to see which programs/courses it may impact, could be a best

	practice for that person to notify others. Language Arts rep asked about timeline for CourseLeaf implementation—Starer noted targeting fall implementation for curriculum part of system and summer 2020 for full product.
14. Good of the Order	
15. Adjournment	**3:22 PM**

Attendees: Ben Armerding (Faculty Co-Chair), Zachary Cembellin (PSME), Kimberly Escamilla (LA), Valerie Fong (Acting Dean, LA), Marnie Francisco (PSME), Eric Kuehnl (FA), Debbie Lee (guest—Honors Inst.), Ron Painter (guest—PSME), Katy Ripp (KA), Gail Rulloda (guest observer—De Anza), Lisa Schultheis (BH), Paul Starer (Administrator Co-Chair), Mary Thomas (LIBR), Nick Tuttle (BSS), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Voltaire Villanueva (guest—Honors Inst.), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Amy Harrison Shidler and Kristin Tripp Caldwell

Proposed Number: MDIA 8B   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC/CSU
Proposed Title: Women in Film

Proposed Catalog Description & Requisites:
This course will explore the remarkable and under-recognized contributions that women have made to world cinema. We will examine the careers of filmmakers who have made important contributions to the invention and scientific development of cinematic technology as well as ongoing innovation with regard to film form and aesthetics. Our research will include the varied national, cultural, institutional and economic contexts in which the filmmaker's work was made and distributed. We will also examine cultural problems that stem from a lack of racial and gender representation through a framework of feminist film theory.

Proposed Discipline: Media Production, Film Studies
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
 AA for Transfer in Film, Television and Electronic Media (Media Studies). This course is the second in the race and gender in media series.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Women's Studies: MDIA 8B could be cross listed with Women's Studies, and supports that department's purpose as stated on the department's webpage: "Women's Studies offers perspectives on gender and its intersections with race, sexuality, class, nationality, religion, age and power. You'll take courses in a variety of disciplines such as sociology, history, art and psychology to understand how gender and sexuality impact and are impacted by our society." [https://foothill.edu/womenstudies/]

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Program Deactivation: Mathematical Foundations Certificate of Completion

Due to the deactivation of two courses in the certificate, the PSME division has decided to deactivate this certificate. These two courses, NCBS 401A and 401B, have been deactivated due to AB 705.

PSME Division Curriculum Committee Approval: 4/11/19

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College 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 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.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   R T 70A

Course Title: ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:
Designed as a practicum in a special procedures department. Practical experience is implemented to expose the student to the principles of angiography with emphasis on mastery of the knowledge, insight, and skills required to perform angiographic procedures.

Are you requesting Stand Alone approval for the course on a <u>temporary</u> or <u>permanent</u> basis?

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

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 (select all that apply):
_____   Transfer
X_____   Workforce/CTE

_____ Basic Skills

Criteria B. Need
A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> 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 attached to this form or provided in the box below.

> This course was originally designed to meet the needs of the clinical affiliates of the Radiologic Technology Program. It creates a pathway for licensed technologists who graduated from the Foothill Radiologic Technology Program to acquire advanced clinical education in the area of Angiography. This experience could result in attainment of advanced certification from ARRT as well as broaden job opportunities in the field of Radiologic Technology.

Criteria C. Curriculum Standards (please initial as appropriate)
<u>RAC</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: <u>Rachelle Campbell</u>   **Date:** <u>3/1/19</u>

Division Curriculum Representative: <u>Lisa Schultheis</u>   **Date:** <u>3/7/19</u>

Date of Approval by Division Curriculum Committee: <u>3/15/19</u>

College Curriculum Co-Chairperson: _____ **Date:** _____

Biological and Health Sciences

R T 70A   ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY

Edit Course Outline

R T 70A	ADVANCED CLINICAL EXPERIENCE: INTERVENTIONAL RADIOGRAPHY	**Fall 2019**
40 hours clinical laboratory.		**13 Units**

Total Contact Hours: 480   (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 480   (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: **Lab Hours:** 40   **Weekly Out of Class Hours:**

Note: If Lab hours are specified, the **item 10. Lab Content** field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 2/25/09; 5/7/09; 3/19

Division Dean Information -

Seat Count: 2   **Load Factor:** .0000   **FOAP Code:** 141457

Instruction Office Information -

FSA Code: 2120 - HEALTH CARE SERVICES

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is an opportunity for graduates of the Radiologic Technology program to gain focused clinical experience in interventional radiology necessary for the pursuit of an additional credential.

1. Description -

Designed as a practicum in a special procedures department. Practical experience is implemented to expose the student to the principles of angiography with emphasis on mastery of the knowledge, insight, and skills required to perform angiographic procedures.

Prerequisites: Current ARRT and CRT certification as a Radiologic Technologist; R T 62B and 62C.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

 A. demonstrate understanding of radiation protection for the patient, personnel, and self.
 B. exhibit knowledge in the proper use of the angiography equipment.
 C. adhere to standards of attendance, punctuality and dependability.
 D. conduct self in a professional manner.
 E. apply theory to practice by exhibiting ongoing, satisfactory job performance skills.
 F. select appropriate equipment, devices and patient positioning as outlined by the department protocols.
 G. demonstrate knowledge and application of various patient care techniques.
 H. differentiate anatomy and pathophysiology as it relates to various diagnostic, interventional, and nonvascular procedures.
 I. prepare a case study presentation based on literature search and clinical experience.

3. Special Facilities and/or Equipment -

Clinical setting: interventional radiology procedures equipment.

4. Course Content (Body of knowledge) -

 A. Radiation Protection
  1. Patients
  2. Personnel
 B. Angiography Equipment
  1. Fluoroscopy
  2. Digital angiography
  3. Automatic injectors
 C. Punctuality and Dependability
  1. Clinic time reporting
  2. Absenteeism
  3. Communicating whereabouts appropriately
 D. Professional Conduct
  1. Taking initiative
  2. Communicating effectively
  3. Conducting oneself in a professional manner
 E. Job Performance
  1. Effective procedural participation
  2. Planning and organizing work efficiently
  3. Being alert and interested in procedures
  4. Reading and understanding requisitions
  5. Communicating effectively
 F. Procedures
  1. Patient positioning
  2. Tray set-up
  3. Guidewires
  4. Catheters
  5. Sheaths
  6. Needles
  7. Vessel access
 G. Patient Care
  1. Patient communication
  2. Patient assessment and monitoring
  3. Contrast administration

4. Asepsis and sterile technique
5. Patient discharge/post-procedure instructions
6. Emergency care
H. Diagnostic, Interventional and Nonvascular Procedures
1. Neurologic angiography
2. Thoracic angiography
3. Abdominal angiography
4. Peripheral angiography
5. Venography
6. Angioplasty
7. Stent placement
8. Embolization
9. Nephrostomy
10. Drainage procedures
11. Anatomy identification
I. Case Study Presentation
1. Topic selection
2. Presentation development
3. Oral presentation

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Presentation project: case study
B. Clinical performance evaluation

7. Representative Text(s) -

Kessel, D., and I. Robertson. <u>Interventional Radiology: A Survival Guide.</u> 4th ed. Elsevier, 2017. ISBN 9780702067303.

8. Disciplines -

Radiological Technology

9. Method of Instruction -

Discussion, demonstration, clinical practice.

10. Lab Content -

A. Radiologic Technology clinical practice
1. Radiation protection
2. Equipment operation
3. Image production
4. Image evaluation
5. Vascular-interventional procedures
6. Patient care in a clinical setting

11. Honors Description - No longer used. Integrated into main description section.

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

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

Program Deactivations:

- ## Certificate of Achievement in Traditional Photography
- ## Certificate of Achievement in Digital Photography

As of February 2019, the **Certificate of Achievement in Traditional Photography** is no longer offered at Foothill College. This deactivation occurred because traditional wet darkroom courses are no longer being offered at Foothill College due to weak student demand and the industry's emphasis on digital technology and techniques.

The discontinuation of the Certificate of Achievement in Traditional Photography was approved by the FAC Division Curriculum Committee, and presented to the Advisory Council which included college representatives from counseling, admission & records and financial aid to ensure that all groups were informed of the impending change and would have accurate information to share with students.

Fine Arts & Communication Division Curriculum Committee approval: 2/12/19

As of March 2019, the **Certificate of Achievement in Digital Photography** is no longer offered at Foothill College. This deactivation occurred because the industry no longer separates traditional and digital photography. This industry change is already reflected by our current Certificate of Achievement in Photography.

The discontinuation of the Certificate of Achievement in Digital Photography was approved by the FAC Division Curriculum Committee, and presented to the Advisory Council which included college representatives from counseling, admission & records and financial aid to ensure that all groups were informed of the impending change and would have accurate information to share with students.

Fine Arts & Communication Division Curriculum Committee approval: 3/12/19

FOOTHILL COLLEGE
Temporary Program Creation Process
Feedback Form for New Programs

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

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

Faculty Author(s):
Division:

Program Title:
Program Units:

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

Type of Award:

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

EQUITY & EDUCATION https://foothill.edu/gov/equity-and-education/
Date of meeting:
==*The E&E committee is charged with taking on issues from an equity perspective. Within this framework, what feedback do you have?*== **Comments:**

REVENUE & RESOURCES https://foothill.edu/gov/revenue-and-resources/
Date of meeting: *The R&R committee is charged with taking on issues from a budget perspective. Within this framework, what feedback do you have?* **Comments:**

ADVISORY COUNCIL https://foothill.edu/gov/council/
Date of meeting: *The Advisory Council is charged with taking on issues from a college-wide planning perspective. Within this framework, what feedback do you have?* **Comments:**

Division Curriculum Committee Approval Date:

Division CC Representative:

Temporary Program Creation Process

STEP ONE

Meet with the following group to begin discussing the creation of the new program:

- Division Curriculum Committee
- Dean*
- Articulation Officer
- AVP of Instruction

*For interdisciplinary programs, it is recommended to include deans from all associated divisions in the discussion.

STEP TWO

Send program narrative and necessary supporting documents to the following groups as information item for feedback:

- Equity & Education
- Revenue & Resources
- Advisory Council

Click on each committee name to access its website.

STEP THREE

Incorporate feedback on program narrative and submit narrative with feedback and supporting documents for approval in the following order:

1. Division Curriculum Committee
2. CCC

Program submitted to FHDA Board for final local approval.

Updated 5/7/19

FOOTHILL COLLEGE
College Curriculum Committee
Resolution Regarding Auto-Informing/Alerting Students for Degrees and Certificates

Whereas students benefit from being awarded degrees and certificates when completing a pattern of courses, and students who earn a degree or certificate from a California community college nearly double their wage earnings within three years, according to CCCCO data;

Whereas students must navigate the process of identifying, tracking their progress through, and applying for degrees and certificates largely on their own;

Whereas students receiving Financial Aid and/or Veteran's Benefits are not adversely affected when awarded a degree or certificate, but international students and EOPS students in particular can be adversely affected in specific circumstances if awarded a degree or certificate;

Whereas the Student Centered Funding Formula prioritizes state funding for completion of degrees and certificates;

Resolved, the College Curriculum Committee encourages Foothill College to adopt a policy of automatically informing/alerting students regarding of eligibility for degrees and certificates;

Resolved, the College Curriculum Committee encourages Foothill College to allocate appropriate institutional resources to provide the necessary technology and support for the implementation of an automatic informing/alerting of degrees and certificates policy.

Item 1. Program Goals and Objectives
What are the academic and vocational goals of this certificate? What are the general program objectives?

Program Learning Outcomes:
- Students will be able to…

What knowledge and skills will students acquire as part of their participation in the program?

Item 2. Catalog Description

This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.

Item 3. Program Requirements

Update the table, below, to include all core and support courses for the program (note that support courses are called "Restricted Electives" by the state). In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.

Requirements	Course #	Title	Units	Sequence
Core Courses (# of units)				
Restricted Electives (# of units)				

TOTAL UNITS: # of units

Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).

Proposed Sequence:
Year 1, Fall = # units
Year 1, Winter = # units
Year 1, Spring = # units
Year 2, Fall = # units
Year 2, Winter = # units

Year 2, Spring = # units
TOTAL UNITS: # of units

Item 4. Master Planning

How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?

Item 5. Enrollment and Completer Projections

How many students are projected to complete the program after the initial year? After five years? List and explain the projections ~~in this area~~.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

		Year 1		Year 2	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**

Item 6. Place of Program in Curriculum/Similar Programs

How does the program fit in Foothill College's existing program inventory?

Item 7. Similar Programs at Other Colleges in Service Area

Are there other programs similar to this one already in place offered in Foothill's service area? Is the program similar to successful programs outside of the service area?

Additional Information Required for State Submission:

TOP Code: *If you are unsure about the TOP code for your particular program please contact Paul Starer, ext. 7179*

Annual Completers: *Cannot be zero*

Faculty Workload: *Cannot be zero*

New Faculty Positions: *Be sure to indicate this, even if zero*

New Equipment: *In dollars, can be zero*

New/Remodeled Facilities: *In dollars, can be zero*

Library Acquisitions: *In dollars, can be zero*

Gainful Employment: *Indicate if Yes or No*

Program Review Date: *Indicate the month and year of the first Program Review*

Distance Education: *This is the percentage of program courses conducted online; choose from the following:*   0%   1-49%   50-99%   100%

ATTACH AT LEAST ONE PIECE OF ADDITIONAL DOCUMENTATION, FOR EXAMPLE:
1. **Programmatic articulation agreements**
2. **ASSIST documentation** verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
3. **Table of major requirements** from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements
4. **Summary of lower division major preparation** published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
5. **Formal letters** from the intended receiving institution that verify alignment of proposed program with their program curriculum

Foothill College
Credit Program Narrative
Certificate of Achievement in [Insert Program Name]

Item 1. Program Goals and Objectives
What are the academic and vocational goals of this certificate? What are the general program objectives?

Program Learning Outcomes:
- Students will be able to…

What knowledge and skills will students acquire as part of their participation in the program?

Item 2. Catalog Description

This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.

Item 3. Program Requirements

Update the table, below, to include all core and support courses for the program ==*(note that support courses are called "Restricted Electives" by the state)*==*. In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.*

Requirements	Course #	Title	Units	Sequence
Core Courses (# of units)				
Restricted Electives (# of units)				

TOTAL UNITS: # of units

Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).

Proposed Sequence:
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Year 1, Spring = # units
Year 2, Fall = # units
Year 2, Winter = # units

Year 2, Spring = # units
TOTAL UNITS: # of units

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How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?

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How many students are projected to complete the program after the initial year? After five years? List and explain the projections ~~in this area~~.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

		Year 1		Year 2	
Course #	**Course Title**	**Annual Sections**	**Annual Enrollment**	**Annual Sections**	**Annual Enrollment**

Item 6. Place of Program in Curriculum/Similar Programs

How does the program fit in Foothill College's existing program inventory?

Item 7. Similar Programs at Other Colleges in Service Area

Are there other programs similar to this one already in place offered in Foothill's service area? Is the program similar to successful programs outside of the service area?

Additional Information Required for State Submission:

TOP Code: *If you are unsure about the TOP code for your particular program please contact Paul Starer, ext. 7179*

Annual Completers: *Cannot be zero*

Net Annual Labor Demand: *Cannot be zero*

Faculty Workload: *Cannot be zero*

New Faculty Positions: *Be sure to indicate this, even if zero*

New Equipment: *In dollars, can be zero*

New/Remodeled Facilities: *In dollars, can be zero*

Library Acquisitions: *In dollars, can be zero*

Gainful Employment: *Indicate if Yes or No*

Program Review Date: *Indicate the month and year of the first Program Review*

Distance Education: *This is the percentage of program courses conducted online; choose from the following:*   *0%*   *1-49%*   *50-99%*   *100%*

ATTACH THE FOLLOWING (non-Apprenticeship)**:**
1. **Labor Market Information and Analysis**
2. **Advisory Committee Recommendation** *(includes advisory committee membership, minutes, and summary of recommendations)*
3. **Regional Consortia Approval Meeting Minutes** *(showing program recommendation)*

ATTACH THE FOLLOWING (Apprenticeship only)**:**
1. **Labor Market Information and Analysis**
2. **Approval Letter from the California Division of Apprenticeship Standards (DAS)**