College of the Canyons Academic Senate
May 23, 2019
3:00 p.m. to 4:50 p.m. BONH 330
AGENDA

Notification: *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

A. Routine Matters
1. Call to order
2. Public Comment
   This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.
3. Approval of the Agenda
4. Committee Appointments:
   - Selection Committee, Christina Chung
5. Approval of the Consent Calendar

Academic Senate Summary, May 9, 2019 (pg. 3-9)	Curriculum Committee Summary, May 16, 2019 (pg. 10-24)
Adjunct Senator Election Results (pg. 28)	Fall FLEX Schedule, Nicole Faudree (pg. 29-33)
Program Viability Committee Summary (pg. 25-26)	

B. Reports (time limit 7 minutes each)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. President Report, Rebecca Eikey
2. College Planning Team Committee Report, Claudia Acosta
3. COC Speech Team National Tournament winner - Jaylon Kirk, Michael Leach
4. Policy Review Committee, David Andrus

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.
1. Academic Program Review Prompts- minor edits, Jason Burgdorfer (pg. 34-39)
2. Discipline Memos:
   - Additional Discipline Assignment for Brittany Applen (pg. 40-41)
3. Starfish/Canyons Connects recommendations, Collette Gibson (pg. 42-45)
4. Program Viability Rubric:
   - Clinical Lab Science Credit Certificate, (pg. 46-54)
   - Law Enforcement Technologies Associates Degree, (pg. 55-60)
   - Crime and Intelligence Analysis Credit Certificate, (pg. 61-69)
5. Joint Advocacy Letter Regarding Governor's Budget Proposal (pg. 70-73)
6. Resolution in Support of Climate Change and Environmental Sustainability, Marco Llaguno & Jason Oliver (pg. 74)

College of the Canyons, 26455 Rockwell Canyon Road, Santa Clarita, CA. 91355

D. Discussion

Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Zero Textbook Cost (ZTC) & Low Cost Material (LCM) Categories, Teresa Ciardi & Gina Bogna
2. Mapping and General Education Courses & Meta Majors Proposal, Erika Torgeson (pg. 75-84)
3. Academic Calendar 2020-2021

E. Unfinished Business

Below is a list of items that can be discussed for a future date.

1. Program Viability Evaluation Rubric: Physical Therapist Assistant Program

F. New Future Business

Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact David Andrus if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

H. Announcements

- o Next Academic Senate Retreat, Aug. 15, 2019
- o Next Academic Senate Meetings, Aug. 29, Sept. 12, Sept. 26 & Oct. 10, 2019
- o 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- o 2019 Academic Academy, Aug. 23, 2019, Long Beach, Queen Mary
- o 2019 Fall ASCCC Fall Plenary Session, Nov. 7-9, 2019, Newport Beach

I. Adjournment

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

Academic Senate Summary for May 9, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	A	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	Regina Blasberg	X	At Large Senator	David Brill	X
MSHP Senator	Sab Matsumoto	X	At Large Senator	Sonny Requejo	A
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	Marco Llaguno	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	A

Guest			
Collette Gibson	X	Rick Howe *(via Zoom)*	X
Omar Torres	X	Paul Wickline (via Zoom)	X
Michelle LaBrie	X	Jasmine Ruys (via Zoom)	X
Julie Johnson	X		

A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment: None
3. Approval of the Agenda: Motion to approve the agenda by Gary Collis, seconded by David Andrus. Unanimous. Approved.
   - Committee Appointments: Additional Selection Committee members list:

Alisha	Kaminsky
Heather	Mclean

4. Approval of the Consent Calendar: Motion to approve the consent calendar by David Andrus. Seconded by Sab Matsumoto. Unanimous. Approved.

- Correction will be made to the Academic Senate Summary from April 15, 2019, Action item #4 "Emergency Drill Date of May 2nd at 9:40pm." This item was reported in the minutes as unanimous when in actuality there was one abstention from Erica Seubert.

Academic Senate Summary, April 25, 2019 (pg. 3-8)	Curriculum Committee Summary, May 02, 2019 (pg. 9-28)

B. Reports (time limit 7 minutes each)
These are informational items no discussion or action will be taken. However, clarification questions are welcomed.
1. President's Report
   - Advocacy for Academic Senate travel funds: Academic Affairs will commit funds to send David Andrus to the 2019 Faculty Leadership Institute. The Chancellors office has also committed to send two additional faculty to attend the Curriculum Institute.
   - Congratulations to the recipient of the Emeriti Scholarship Cameron LaBrie was given. Michelle LaBrie shared appreciation on behalf of Cameron.
   - BOT meeting update: Athletics shared their student success. Several "Pathway to Law" students spoke at the meeting. Brittany Applen spoke about the Deaf/Blind program and the impact the program is making on the Deaf/Blind community.
     o Student Equity Achievement & Local Goals Presentation: Daylene Meuschke shared data information. The board expressed a desire to have more updates on data information in terms of student progress. Board member Joan MacGregor expressed that a separate data meeting is needed.
     o Enrollment Management Meeting: The board is trying to set the budget in thinking about Enrollment Management and how they can cut their own expenses.
     o COCFA contract was ratified.
     o Canyons Completes Guided Pathways: Several reports have come through Senate.
     o April 26, 2019 Canyons Complete Calibration Meeting: The group determined there may be a need to develop a more comprehensive strategic plan for that work.
     o There may be a need for a Design Team meeting to discuss the Calibration and IE2 meeting and determine what the next steps are.
     o Governor Meeting- The governor delivered the May revised budget and is available online as a PDF document. Relative to the January proposal, 8 million to the CSU's to address hunger and housing issues which have been expressed. 32 million, one time funds to the UC's, however, much of these funds where for pensions. CCC's have received 80.8 million increase, of which, $75.2 million will be used for Strong Workforce Funds (SWF) training. Other areas mentioned where Foster Care and College Promise. COLA was reduced. The will also be support and training for Mental Health and increased funding for a Mental Health Hotline. There will also be support for Early Childcare and Early Childhood Education.

2. Guided Pathways Report, Erika Torgeson (pg. 32)
   - For a full summary of this report go to (pg. 27)

Special Note: Item #3 was re-ordered due to presenter arriving towards the later part of the meeting.
3. Minimum Qualifications and Equivalencies (MQ&E) Committee Report, Aivee Ortega

- The first MQ & E Committee of the year is to review and provide an overview of what is MQ&E. This year Department chairs where invited. This may be an ongoing process due to MQ&E state handbook changes.
- Aivee attended the [ASCCC May 8, 2019 MQ&E regional meeting](#). ASCCC is spearheading work to come up with an equivalency to the GE and provide examples of what those equivalencies could look like. It was clarified that this mostly applies to disciplines where a degree is not readily available such as Welding or Automotive Technology. It will be the years of experience that will be the priority in terms of content expertise. There are some people who are experts in their field but do not have an associate's degree. This new third equivalency will prompt changes with HR's job advertisement, generate meetings with department chairs and create FLEX training/credit. ASCCC has created a checklist and rubric to help guide this work.
- The meeting also provided an opportunity to learn about other districts MQ&E committee's practices. COC hires mostly during the summer and Aivee is the only person available to review equivalencies as other faculty committee members are off contract. Other districts hire an off season reviewer such as the President, VP of Senate and department chair to review equivalencies. With all the changes happening there may be a need to update the Administrative Procedures. In addition, approving the third GE Equivalency option may come through Senate soon.

C. Action Items
Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.

2. CASL Spring 19 Recommendations and Guidelines for the Academic Senate, Nicole Faudree (pg. 33)
   - Under item #4 there was a question regarding whether there is a minimum for large courses? It was clarified that there is no minimum but the coordinator is encouraged to send the assessment for as many sections as possible.
   - Motion to adopt the recommendations by David Andrus. Seconded by Phil Marceline. Unanimous. Approved.
3. Progress Standing-Academic Policy, David Andrus
   a. BP 4250 (pg. 34-36)
   - The title to this document may change. It was stated that the first Academic Policy outlines the work the student has made and the Progress Standing outlines the achievement the student is making.
   b. AP 4250 (pg. 37-39)
   - Motion to approve BP/AP 4250 policy by David Andrus, seconded by Rebecca Shepherd. Unanimous. Approved.
4. Academic Standing-Progress Policy, David Andrus
   a. BP 4251 (pg. 40-41)
   b. AP 4251 (pg. 42-45)
   - Motion to approve BP/AP 4251 by Wendy Brill, seconded by Philip Marcellin. Unanimous. Approved.
5. CWEE District Plan January 2019, Nicole Faudree (pg. 46-61)
   - The district plan usually goes through BOT and then through Senate. This is the first time the plan has come through Senate and then BOT.

- Motion to approve by Regina Blasberg, seconded by Deanna Riviera. Unanimous. Approved.
6. Vote of No Confidence Eloy Oakley Survey Results (pg. 62-63)
    - The by-laws were modified to add a step in which a pass on a resolution on a Vote of Confidence would not be official until a majority of voting faculty results are in.
    - There was a small response rate this may be due to conducting an electronic survey versus other methods. It was shared that a recent CTE Employment survey conducted online only received a 30% response rate of which 19% was done via phone. The slow response rate may also be attributed to faculty not being well-informed on the Vote of No Confidence issue.
    - Motion to adopt to survey results and acknowledge the resolution by Wendy Brill, seconded by David Brill. Unanimous. Approved.
7. Program Viability Evaluation Rubric:
    - Motion to split both rubrics and approve separately by Erika Torgeson, seconded by Wendy Brill. Unanimous. Approved. Philip Marceline abstained.
    - Physical Therapy Assistant Program (pg. 64-71)
        - A correction was made to read as "Physical Therapist" and not "Therapy."
        - The committee asked for letters for clinical sites. This program will be housed under MSHP. There will be a need to go through a new department initiation process. There are accreditation requirements such as a director must be hired before students are in a classroom. The next step will be for Academic Staffing Committee to determine the academic staffing needs.
        - There was a request to take into consideration how this program would benefit the college and the community and the many jobs it will create. This employment area is projected to increase by 25%.
        - Motion to adopt the Program Therapist Assistant program with the stipulation that a full-time faculty member or a departments takes ownership of the program by Regina Blasberg. No one seconded it, motion did not pass.
        - Motion to table the Physical Therapy Assistant Program by Deanna Rivera, seconded by Wendy Brill, Unanimous. Approved. Philip Marceline abstained.
    - Commercial Music Program (pg. 72-79)
        - Phil MacPherson has been working on this proposal. This is an initiation for a credit Certificate of Achievement. This job listing would find itself in more than one job title. There were some questions regarding the equipment and existing room space. This program would exist in the Music and VAPA departments.
    - It was clarified that a Motion to approve would trigger which faculty and partners need to be identified with the help of Academic Staffing and Micah Young. A no vote would generate more questions regarding supporting new programs.
    - Motion to approve the Commercial Music Program, seconded by Jessica Small. Unanimous. Approved.

Note: Academic Senate President Rebecca "passed the gavel" to Vice President Jason.

8. Program Viability, Rebecca Eikey
    a. BP 4021 (pg. 80-82)
        - Motion to adopt BP 4021 without any modification by David Andrus, seconded by Marco Llaguno. Unanimous. Approved.

b. AP 4021 (pg. 83-84)

- There was concern expressed relating to Section B. "Full Academic Senate Action" and how Senate should weigh in on actions related to program viability. This is in reference to program initiation, modification and discontinuance. Finances are uncertain and there is a move towards program discontinuance. There are philosophical concerns regarding placing recommendations of the committees automatically on the consent calendar. There should be more deference given to the Senate president to have further discussion. For example, with the PTA program proposal it was important to have a discussion and not have it be perfunctory. There is an understanding that anyone can pull an item off of the consent calendar. However, the idea of having an item on the consent calendar is to state that the item is not controversial. Senate should have a discussion before taking action or have a general discussion without taking action. There are certain obligations given to the committees but the ultimate responsibility is with Senate.
- A counter argument was expressed in that much of the committee work is re-done in Senate. Work done in other committees which is placed on the consent calendar can be pulled by any voting member of the senate for further discussion. Part of the motivation for this change was due to the large amount of non-credit work in the Curriculum Committee. Placing these items on the consent calendar would inundate the agenda.
- There was an agreement to amend the language to state that the President of the Academic Senate will place all recommendations of the Program Viability committee on the agenda. Strick out "as consent calendar items on the agenda of the next regularly scheduled meeting of the Senate."
- Motion to approve the modifications to AP4021, understanding that if the agenda is ever inundated the AP can come back, by David Andrus, seconded by Erica Seubert. Unanimous. Approved.

D. Discussion
Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.

1. Mapping and General Education (GE) Courses, Erika Torgeson (pg. 95-97)
   - The three mapping workshops will be kept very basic but will include concerns, ideas and considerations. Faculty where told to include specific general education courses for their majors without consideration of the effect on enrollment management.
   - An example from the [Academic Program Mapping](#) was shared in reference to what those programs will look like. In regards to Phase 1 Basic Mapping should there be prescriptive GE or should it be changed to just the GE heading? Many major courses in Psychology, Sociology, English Composition and History will double count in GE. Students can then pick from electives. Could it be in certain areas of a certain class which could be identified that would be relevant to the major? Whereas, in another area it is not as important. Mapping could also be done by units and not by semester as some students do not enroll in consecutive semesters. Bakersfield College has an interactive program called Program Mapper which helps provide students with alternative choices. Bakersfield has opened up a 2nd cohort and COC has been accepted to participate.
2. Meta Majors Proposal, Erika Torgeson (pg. 98)
   - Mata Major Headings are the schools. In regards to color, icon and tagline have not been finalized. The Meta Majors may need to be further discussed in Senate to agree on what the Meta Majors should be such as the schools. There was a question regarding how will the proposed re-organization impact the campus? For example, if the school of MSHP splits would this create a new Meta major? There are many disciplines that should be in

more than one Meta major. If MSHP were to split for example into three schools there would be a need for 3 Senate, Curriculum and CASL seats. In the fall work will be done with faculty mentors attached to success teams. An idea was presented to ask those students who are not yet enrolled at COC to collect their feedback.

3. Starfish/Canyon Connects, Colette Gibson (pg. 99-101)
    - Revision where presented regarding the flagging notification templates. There was a request to either allow faculty to create their own notifications or allow editing access the notifications templates. It was also suggested to shorten notifications messages.
    - It was reiterated that there is a need to obtain more buy in from the adjunct faculty as they teach 70% of the courses. More outreach needs to done with adjuncts to help with the developmental phase. There is also a need to incorporate FLEX time for adjuncts. Could Guide Pathways be used to help compensate faculty?
    - The next step is to collect information by the next senate meeting regarding what is working so that Julie Johnson can test out the pilot system over the summer.
4. Resolution in Support of Climate Change and Environmental Sustainability, Marco Llaguno & Jason Oliver (pg. 102-103)
    - Jeannie Chari, Adam Kaiserman & Marco Llaguno are all a part of the Sustainability Committee. Jeannie has lead the way to trying to make the COC campus more sustainable and recognizing that students have a passion for this. There is much room for growth on campus. One example, is the cafeteria has attempted to implement a food waste diversion program and possibly put this into the next contract for a future vendor. The resolution will need to be cleaned up and "resolves" may need to be expanded to hold the board to a higher standard. The resolve could also be added to the Facilities Master Plan. The hope is to adopt the resolution at the next meeting.

E. Unfinished Business
Below is a list of items that can be discussed for a future date.

F. New Future Business
Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.

G. In Committee
Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact David Andrus if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

H. Announcements
- o   Next Academic Senate Meeting, May 23
- o   2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- o   2019 Curriculum Institute, July 10-13, 2019, San Francisco (Burlingame)
- o   Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

II. Adjournment: 5:25 pm

CURRICULUM COMMITTEE SUMMARY

May 16th, 2019   **3:00 pm – 5:00 pm**   **Bonelli Hall 330**

Members Present: Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Mary Bates – Mathematics, Science and Health Professions; David Brill -Visual and Performing Arts; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Anne Marenco - Social and Behavioral Sciences; Saburo Matsumoto – At large member; Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Lori Young – Business

Members Absent: Erin Barnthouse – Learning Resources; Steve Erwin – Admissions and Records; Physical Education & Athletics – Vacant

-Motion to accept the revised agenda as presented below; Motion by Julie Hovden, second by Lee Hilliard. All in favor: Unanimous.

-Kelly Burke: Proposal to add CHEM-151/151H as a prerequisite to BIOSCI-221. All community colleges within a 30 mile radius have applied a Chemistry prerequisite to their Microbiology courses. In addition, Chemistry is required for nearly every Allied Health bachelor's degree and students attempting Microbiology are most likely pursuing a degree in an Allied Health discipline. The following schools/districts have a chemistry prerequisite on their Microbiology course: Los Angeles Community College District, Pasadena Area Community College District, Ventura Community College District, CSU Bakersfield, CSU Long Beach, and CSU Northridge.
-A motion was made to add CHEM-151 or CHEM-151H as a prerequisite to BIOSCI-221; Motion by Cindy Stephens, second Julie Hovden. All in favor: Unanimous. Prerequisite additional will be effective for the Spring 2020 semester.

FINAL READ				
The need for the following new course proposals were approved at previous Curriculum Committee meetings. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.				
Subject & Number	**Title**	**Description of Action**	**Author**	**Effective**
AUTECH-112	Engine Fundamentals For Technicians	3 units, 54 hours lecture. **New SLO, adding DLA – 100% online and Hybrid options.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-113	Engine Overhaul	2 units, 108 hours lab. **New SLO. New prerequisite of AUTECH-112.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-116	Advanced Automotive Electrical Systems	4 units, 54 hours lecture, 54 hours lab. **New SLO's (2), new prerequisite of AUTECH-110 & 114. Adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019

Subject & Number	Title	Description of Action	Author	Effective
AUTECH-136	Advanced Engine Performance and Emission Control	4 units, 54 hours lecture, 54 hours lab. **New SLO's (2), new prerequisite of AUTECH-114 & 135. Adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-180	Engine Mechanical Maintenance and Light Repair	3 units, 36 hours lecture, 54 hours lab. **New SLO's (2), adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-185	Automotive Chassis Maintenance and Light Repair	3 units, 36 hours lecture, 54 hours lab. **New SLO's (2), adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-190	Automotive Computer Networking & Diagnosis	4 units, 54 hours lecture, 54 hours lab. **New SLO's (2), new prerequisite of AUTECH-116 & 136. Adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-200	Introduction to Hybrid and Electric Vehicles	4 units, 72 hours lecture. **New SLO, new prerequisite of AUTECH-116 & 136. Adding DLA – 100% online and Hybrid options.**	G. Sornborger/ K. Knight	Fall 2019

-Motion to approve AUTECH-112, 113, 116, 136, 180, 185, 190, 200; Motion by Anne Marenco, second Mary Bates. All in favor: Unanimous.

NEW NONCREDIT COURSE PROPOSALS   FINAL READ
The need for the following new course proposals were approved at previous Curriculum Committee meetings. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
NC.CAWT-011A	Exploring Adobe InDesign	8 hours, **new SLO.**	A. Strozer	TBD
NC.CAWT-011B	Creating Newsletters and Brochures with Adobe InDesign	8 hours, **new SLO.**	A. Strozer	TBD

-Motion to approve NC.CAWT-011A & 011B; Motion by Mary Bates, second Anne Marenco. All in favor: Unanimous.

NEW PROGRAM PROPOSALS   FINAL READ
The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective

Program	Degree/Certificate	Description of Action	Author	Effective
Advanced Diagnosis and Performance	A.S. Degree	36 required major units, **new program SLO.**	G. Sornborger/ K. Knight	TBD
Advanced Diagnosis and Performance	Certificate of Achievement	36 required certificate units, **new program SLO.**	G. Sornborger/ K. Knight	TBD
Engine Repair	Certificate of Achievement	16 required certificate units, **new program SLO.**	G. Sornborger/ K. Knight	TBD
Quick Service Technician	Certificate of Achievement	17 required certificate units, **new program SLO.**	G. Sornborger/ K. Knight	TBD
Transmission Service Technician	Certificate of Achievement	20 required certificate units, **new program SLO.**	G. Sornborger/ K. Knight	TBD

-Motion to approve the Advanced Diagnosis and Performance A.S. Degree and Certificate of Achievement, the Engine Repair Certificate of Achievement, the Quick Service Technician Certificate of Achievement, and the Transmission Service Technician Certificate of Achievement; Motion by Jeremy Patrich, second Julie Hovden. All in favor: Unanimous.

NONCREDIT PROGRAM PROPOSALS   FINAL READ
The need for the following new program proposals were approved at previous Curriculum Committee meetings. These program outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new program proposals.

Program	Degree/Certificate	Description of Action	Author	Effective
ESL for College Preparation	Certificate of Competency	2 required courses (NC.ESL-060 & 061), 108 total hours, **new Program SLO.**	H. MacLean	TBD
the Office	Certificate of Completion	2 required courses (NC.CAWT-011A & 011B), 16 total hours, **new Program SLO.**	A. Strozer	TBD

-Motion to approve the ESL for College Preparation Certificate of Competency, and the Digital Publishing for the Office Certificate of Achievement ; Motion by Lori Young, second Mary Bates. All in favor: Unanimous.

APPROVAL OF ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS
The following courses will be added to as fulfilling the areas of the Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
ART-270	Color Theory	Humanities and Fine Arts
GEOG-105	California Geography	Natural Sciences
GLST-101	Introduction to Global Studies	Social and Behavioral Sciences
GLST-102	Global Issues	Social and Behavioral Sciences

| MATH-100 | Liberal Arts Mathematics | Communication and Analytical Thinking, Mathematics Competency. |

-Motion to approve General Education additions to the Associate Degree requirements, Motion by Julie Hovden, second by Mary Bates. All in favor: Unanimous.

The following courses will be added to as fulfilling the areas of the Paralegal Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
GEOG-105	California Geography	Natural Sciences
GLST-101	Introduction to Global Studies	Social and Behavioral Sciences
GLST-102	Global Issues	Social and Behavioral Sciences
MATH-100	Liberal Arts Mathematics	Communication and Analytical Thinking

-Motion to approve General Education additions to the Paralegal AA Degree requirements, Motion by Lori YOung, second by Cindy Stephens. All in favor: Unanimous.

TECHNICAL CHANGES (COURSES)   CONSENT CALENDAR
The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
AUTECH-160	Diesel Engines	**Changed Prefix and number (Formerly AUTO-110).**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-165	Diesel Fuel Systems	**Changed Prefix and number (Formerly AUTO-111).**	G. Sornborger/ K. Knight	Fall 2019
NC.ESL-060	College Reading, Writing, and Grammar I	**Adding DLA, 100% online and Hybrid options.**	H. MacLean	Fall 2019
NC.ESL-061	College Listening and Speaking I	**Adding DLA, 100% online and Hybrid options.**	H. MacLean	Fall 2019
WATER-120	Introduction to Water Systems Technology	**Changed number (Formerly WATER-020). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-130	Waterworks Mathematics	**Changed number (Formerly WATER-030). Course is now CSU Transferable.**	R. Blasberg	Fall 2019

Subject & Number	Title	Description of Action	Author	Effective
WATER-131	Advanced Waterworks Mathematics	**Changed number (Formerly WATER-031). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-132	Water Supply	**Changed number (Formerly WATER-032). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-140	Water Distribution Operator I	**Changed number (Formerly WATER-040). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-141	Water Distribution Operator II	**Changed number (Formerly WATER-041). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-150	Water Treatment Plant Operation Processes I	**Changed number (Formerly WATER-050). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-151	Water Treatment Plant Operation Processes II	**Changed number (Formerly WATER-052). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-160	Wastewater Treatment and Disposal I	**Changed number (Formerly WATER-060). Course is now CSU Transferable.**	R. Blasberg	Fall 2019
WATER-161	Wastewater Treatment and Disposal II	**Changed number (Formerly WATER-061). Course is now CSU Transferable.**	R. Blasberg	Fall 2019

MODIFIED COURSES   CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
AUTECH-110	Introduction to Automotive Technology	**Changed prefix, number, and title (Formerly AUTO-090 "Automotive Maintenance and Operation"). Units increased to 4 (formerly 3 units).** Revised description, objectives and content, updated textbook. **Revised SLO's (2). Course now CSU Transferable. Adding DLA, Hybrid option only.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-114	Basic Automotive Electrical Systems	**Changed prefix, number, and title (Formerly AUTO-103 "Automotive Electrical**	G. Sornborger/ K. Knight	Fall 2019

		Systems"). Units decreased to 3 (formerly 5 units). Revised description, objectives and content, updated textbook. **Revised SLO.**		
AUTECH-120	Automatic Transmissions & Transaxles	**Changed Prefix, number, and title (Formerly AUTO-105 "Automatic Transmissions").** Revised description, objectives and content, updated textbook. **Revised prerequisite to AUTECH-110 & 114.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-130	Automotive Manual Transmissions & Drive Train Systems	**Changed prefix, number, and title (Formerly AUTO-106 "Manual Transmissions, Transaxles and Drivetrains.").** Revised description, objectives and content, updated textbook. **Revised prerequisite to AUTECH-110 & 114.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-135	Engine Performance	**Changed prefix, number, and title (Formerly AUTO-102 "Engine Performance I.").** Revised objectives and content, updated textbook. **Revised prerequisite to AUTECH-112 & 114.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-140	Automotive Suspension & Steering Systems	**Changed prefix, number, and title (Formerly AUTO-104 "Steering, Suspension and Alignment.").** Revised objectives and content, updated textbook. **Revised prerequisite to AUTECH-114.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-150	Automotive Brake Systems	**Changed Prefix and number (Formerly AUTO-109).** Revised description, objectives and content, updated textbook. **Revised prerequisite to AUTECH-110 & 114.**	G. Sornborger/ K. Knight	Fall 2019
AUTECH-170	Automotive Heating, Ventilation & Air Conditioning	**Changed prefix, number, and title (Formerly AUTO-094 "Automotive Heating and Air Conditioning."). Course now CSU Transferable.** Revised	G. Sornborger/ K. Knight	Fall 2019

		description, objectives and content, updated textbook. **Revised SLO, revised prerequisite to AUTECH-110 & 114.**		
BIOSCI-132	Concepts in Evolution	Revised objectives and content, added textbook.	J, Chari	Fall 2019
CHNESE-101	Elementary Chinese - Mandarin	Revised objectives and content, added textbook.	C. Acosta	Fall 2019
CMPNET-251	CCNP: ROUTE	Revised objectives and content	L. Hilliard	Fall 2019
CMPNET-253	CCNP: SWITCH & TSHOOT	Revised objectives and content	L. Hilliard	Fall 2019
CMPNET-271	CCNA: SECURITY	Revised objectives and content	L. Hilliard	Fall 2019
COUNS-010	Career Exploration	Revised objectives and content	D. Solomon/ A. Kaminsky	Fall 2019
CULARTS-128	Principles of Baking II	Revised description, objectives and content, updated textbook, **added SLO.**	K. Descher	Fall 2019
CULARTS-129	Cake Decorating Essentials	Revised description, objectives and content, updated textbook. **Adding CULARTS-128 as a prerequisite.**	K. Descher	Fall 2019
CULARTS-130	Pastry Art	**Units increased to 2.5 units (formerly 2 units).** Revised objectives and content, updated textbook.	C. Schwanke	Fall 2019
CULARTS-131	Chocolates	**Units increased to 2.5 units (formerly 2 units).** Revised description, objectives and content, updated textbook.	C. Schwanke	Fall 2019
CULARTS-150	Food Service Costs and Controls	Revised description, objectives and content, updated textbooks.	K. Descher	Fall 2019
GEOG-101L	Physical Geography Lab	Revised description, objectives and content, updated textbooks.	J. Patrich	Fall 2019
GEOL-101	Physical Geology	Revised objectives and content.	J. Burgdorfer/ C. Perl/ J. Patrich	Fall 2019
GEOL-109	Earth Science	Revised objectives and content.	J. Burgdorfer/ C. Perl/ J. Patrich	Fall 2019
ID-084	Digital Illustration for Architecture and Interior Design	Revised description, **revised TOP code to 1302.00 'Interior Design and Merchandising" (formerly 1009.00 "Applied Design")**	J. Oliver	Fall 2019

ID-092	Merchandising for Interior Design	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
ID-093	Home staging and Applications	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
ID-096L	Interior Design Lab	Revised objectives and content, updated textbook. **Adding DLA – 100% online and hybrid options.**	J. Oliver	Fall 2019
ID-102	Applied Color for Designers	Revised objectives and content. **Revised TOP code to 1302.00 "Interior Design and Merchandising" (formerly 0953.60 "Technical Illustration"). Adding DLA – 100% online and hybrid options.**	J. Oliver	Fall 2019
ID-104	Rapid Visualization and Perspective Illustration	**Changed title (Formerly "Rapid Visualization and Illustration"). Revised TOP code to 1303.00 "Graphic Art and Design" (formerly 0953.60 "Technical Illustration").** Revised objectives. **Adding DLA – 100% online and hybrid options.**	J. Oliver	Fall 2019
ID-106	Trade Resources for TV. Film, and Theatre	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
ID-114	Architecture and Interiors History: Antiquity - Classical Revival	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
ID-115	Architecture and Interiors History: Classical Revival - Post Modern	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
ID-207	Residential Design	Revised objectives and content, updated textbook.	J. Oliver	Fall 2019
WELD-130	Welding Metallurgy	Revised objectives and content, updated textbooks.	T. Baber	Fall 2019

MODIFIED PROGRAMS   CONSENT CALENDAR
The following modified programs have been recommended for approval as part of the Consent Calendar of this agenda. These program modifications will not be reviewed during this committee meeting, and the author of the following program modifications is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Automotive Technology	A.S. Degree	Revised degree outline, **total major units required now 37 units.**	G. Sornborger/ K. Knight	Fall 2019
Automotive Technology	Certificate of Achievement	Revised certificate outline, **total certificate units required now 37 units.**	G. Sornborger/ K. Knight	Fall 2019
Baking and Pastry	Certificate of Specialization	**Total certificate units increased to 15 units (formerly 14 units)** due to increase in units of CULARTS-130 & 131	C, Schwanke	Fall 2019

CONSENT CALENDAR

The following new courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
NC.FIRT-005	Aerial Apparatus Operations	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-019	Ethical Leadership in the Classroom	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-023	GPS Land Navigation Technician	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-024	L-280 Followership to Leadership	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-029	S-200 Initial Attack Incident Commander	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-031	S-215 Fire Operations in the Urban Interface	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-032	S-223 Fireline EMT	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-033	S-230 Crew Boss/S-231 Engine Boss	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-035	S-219 Ignition Operations	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-036	S-244 Field Observer/S-245 Display Processor	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-037	Wildland Fire Drills – Spring/Grass	Existing credit courses now being offered as noncredit.	D. Breshears	TBD

NC.FIRT-038	L-965 Resource/DMOB Unit Leader	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-039	Status Check-in Recorder	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-041	S-270 Basic Air Operations	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-042	S-271 Helicopter Crew Member	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-044	S-330 Strike Team/Task Force Leader	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-046	L-964 Situation Unit Leader	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-056	L-954 All Hazard Safety Officer	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-061	J-342 Documentation Unit Leader	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-063	J-158 Radio Operator/J-257 Incident Command Center Manager	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-064	S-300 Extended Attack	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-065	Confined Space Rescue Technician-CE	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-066	Trench Rescue Technician	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-067	S-341 GIS Specialist for Incident Management	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-068	Fire Behavior-Structure Fire Attack	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-069	Driver Enrichment Training	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-073	Confined Space Rescue Technician	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-074	River Flood Water Rescue 1	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-080	In-service EMS	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-081	Heavy Rescue Technician	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-082	AR-339/S-339 Division/Group Supervisor	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-084	IAFF Fire Ground Survival	Existing credit courses now being offered as noncredit.	D. Breshears	TBD

Subject & Number	Title	Description of Action	Author	Effective
NC.FIRT-085	All-Hazards Command Training for Incident Management Team	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-086	Personal Watercraft/Inflatable Rescue Boat	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-089	Fire Captain Academy	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-090	County of Los Angeles Fire Department Explorer Academy	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-091	HAZMAT- First Responder Operational Refresher	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-092	Communications Specialist	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-110	Hazardous Materials - Technician I	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-134	Vehicle Extraction	Existing credit courses now being offered as noncredit.	D. Breshears	TBD
NC.FIRT-135	S-212 Wildland Chain Saws	Existing credit courses now being offered as noncredit.	D. Breshears	TBD

NEW AND MODIFIED INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES CONSENT CALENDAR

The following course proposals were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
LEPD-009	Gang Intervention (Awareness) Intro Training	New course: 8 hours lecture, 0.25 units, New SLO.	J. Dulla	Fall 2019
LEPD-011	De-Escalation & Tactical Communication	New course: 8 hours lecture, 0.25 units, New SLO.	J. Dulla	Fall 2019
LEPD-012	Dignitary Protection Training	New course: 40 hours lecture, 2 units, New SLO.	J. Dulla	Fall 2019

LEPD-030	Bicycle Rapid Response Team	Revision: correcting units based on hours. Course is 4 lecture hours, 4 lab hours for 0.25 units.	J. Dulla	Fall 2019
LEPD-040	Investigative Supervisory Operations	Revision: correcting units based on hours. Course is 24 lecture hours for 1 units.	J. Dulla	Fall 2019
LEPD-045	Firearms Tactical Rifle	Revision: correcting units based on hours. Course is 4.75 lecture hours, 31.25 lab hours for 0.5 units.	J. Dulla	Fall 2019
LEPD-062	Drug Recognition Expert Recertification	Revision: correcting units based on hours. Course is 8 lecture hours for 0.25 units.	J. Dulla	Fall 2019
LEPD-072	Arrest and Control Instructor Update	Revision: correcting units based on hours. Course is 24 lecture hours for 1 units.	J. Dulla	Fall 2019
LEPD-078	Firearms Tactical (Advanced)	Revision: correcting units based on hours. Course is 2-18 lecture hours, 6-54 lab hours for 0.15 - 2 units.	J. Dulla	Fall 2019
LEPD-082	Firearms Semi-Automatic Pistol 1911	Revision: correcting units based on hours. Course is 10 lecture hours, 20 lab hours for 0.50 units.	J. Dulla	Fall 2019
LEPD-085	Surveillance Techniques	Revision: correcting units based on hours. Course is 24 lecture hours for 1 unit.	J. Dulla	Fall 2019
LEPD-091	Firearms Tactical Shotgun	Revision: correcting units based on hours. Course is 4 lecture hours, 20 lab hours for 0.25 units.	J. Dulla	Fall 2019
LEPD-121	Detective School	Revision: correcting units based on hours. Course is 40 lecture hours for 2 unit.	J. Dulla	Fall 2019
LEPD-122	Command Officer Development	Revision: correcting units based on hours. Course is now 3.5 units.	J. Dulla	Fall 2019
LESD-009	First Aid/CPR/AED Refresher	New course: 8 hours lab, 0.15 units, New SLO.	J. Farhat	Fall 2019
LESD-014	Prisoner Transportation Security	Revision: correcting units based on hours. Course is 8 lecture hours for 0.25 units.	J. Farhat	Fall 2019
LESD-018	Supervisory Line Deputy - Supervisory Course	Revision: correcting units based on hours. Course is 14	J. Farhat	Fall 2019

		lecture hours, 2 lab hours for 0.25 units.		
LESD-019	Effective Communication	Revision: correcting units based on hours. Course is 8 lecture hours for 0.25 units.	J. Farhat	Fall 2019
LESD-021	Advanced Report Writing	Revision: correcting units based on hours. Course is 8 lecture hours for 0.25 units.	J. Farhat	Fall 2019
LESD-023	Basic Drug Recognition, Investigation, and Report Writing	Revision: correcting units based on hours. Course is 8 lecture hours for 0.25 units.	J. Farhat	Fall 2019
LESD-024	Squad Tactics	Title change.	J. Farhat	Fall 2019
LESD-055	De-VRT Refresher	New course: 8 hours lecture, 0.25 units, New SLO.	J. Farhat	Fall 2019

CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA s) that were reviewed in technical review sessions and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA s are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
AUTECH-110	Introduction to Automotive Technology	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-112	Engine Fundamentals For Technicians	100% online and Hybrid options.	G. Sornborger/ K. Knight
AUTECH-116	Advanced Automotive Electrical Systems	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-136	Advanced Engine Performance and Emission Control	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-180	Engine Mechanical Maintenance and Light Repair	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-185	Automotive Chassis Maintenance and Light Repair	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-190	Automotive Computer Networking & Diagnosis	Hybrid option only.	G. Sornborger/ K. Knight
AUTECH-200	Introduction to Hybrid and Electric Vehicles	Hybrid option only.	G. Sornborger/ K. Knight
ID-096L	Interior Design Lab	100% online and Hybrid options.	J. Oliver

ID-102	Applied Color for Designers	100% online and Hybrid options.	J. Oliver
ID-104	Rapid Visualization and Perspective Illustration	100% online and Hybrid options.	J. Oliver
NC.ESL-060	College Reading, Writing, and Grammar I	100% online and Hybrid options.	H. MacLean
NC.ESL-061	College Listening and Speaking I	100% online and Hybrid options.	H. MacLean

CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
AUTECH-113	Engine Overhaul	New prerequisite of AUTECH-112.	G. Sornborger/ K. Knight
AUTECH-116	Advanced Automotive Electrical Systems	New prerequisite of AUTECH-110 & 114	G. Sornborger/ K. Knight
AUTECH-120	Automatic Transmissions & Transaxles	Revised prerequisite to AUTECH-110 & 114.	G. Sornborger/ K. Knight
AUTECH-130	Automotive Manual Transmissions & Drive Train Systems	Revised prerequisite to AUTECH-110 & 114.	G. Sornborger/ K. Knight
AUTECH-135	Engine Performance	Revised prerequisite to AUTECH-112 & 114.	G. Sornborger/ K. Knight
AUTECH-136	Advanced Engine Performance and Emission Control	New prerequisite of AUTECH-114 & 135.	G. Sornborger/ K. Knight
AUTECH-140	Automotive Suspension & Steering Systems	Revised prerequisite to AUTECH-114.	G. Sornborger/ K. Knight
AUTECH-150	Automotive Brake Systems	Revised prerequisite to AUTECH-110 & 114.	G. Sornborger/ K. Knight
AUTECH-170	Automotive Heating, Ventilation & Air Conditioning	Revised prerequisite to AUTECH-110 & 114.	G. Sornborger/ K. Knight
BIOSCI-221	Introduction to Microbiology	Adding CHEM-151 or CHEM-151H as a prerequisite	K. Burke
CULARTS-129	Cake Decorating Essentials	Adding CULARTS-128 as a prerequisite.	K. Descher

Math & English Out of Discipline Prerequisites & Advisories	BIOSCI-100, 100H, 106, 106H, 107, 107H, 115, 116; BUS-201; CHEM-100, 151, 151H, 201, 201H; ECE-100, 101, 102; ECON-201, 201H 202, 202H, 291; HUMAN-100, 101, 115, 116, 150; MEA-108, 110; PHYSCI-101; PHYSIC-101; PSYCH-104; SOCI-137; SURV-101	Adding "or Higher Placement" to Inform students' of the academic expectations of the course.	N/A
Math In-Discipline Prerequisites & Advisories	MATH-060, 070, 075, 083, 102, 103, 104, 111, 130, 140, 140H	Replacing "or appropriate math placement as determined by the COC mathematics assessment process" with "Or Higher Placement" to Inform students' of the academic expectations of the course.	N/A
English In-Discipline Prerequisites	ENGL-091, 094, 101, 101H, 104, 225, 250, 251, 260, 261, 262, 264, 270, 271, 272, 273, 274, 275	-Prerequisite for ENGL-091 & 094 will read "ENGL-089 or higher placement." - Prerequisite for all others listed will now read: "ESL (English as a Second Language)-100 or higher placement"	N/A

New Credit Courses	13	Modified Noncredit Courses	2	Modified Prerequisites	69
New Noncredit Courses	43	New DLA's	13	Deleted Courses	-0-
New Programs	7	New SLO's	23	Deleted Programs	-0-
Modified Programs	3	Modified SLO's	2	Proposals Reviewed in Technical Review Session	31
Modified Credit Courses	62	New Prerequisites	4	Proposals Returned from Technical Review Session	-0-

Program Viability Committee
May 16, 2019, 9:00 a.m. to 10:00 a.m.
BONH-330

Minutes

A. Routine Matters
      In attendance
            Garrett Rieck
            Patty Robinson
            Regina Blasberg
            Harriet Happel
            Omar Torrez
            Chris Boltz
            Albert Loaiza

B. Reports

- Land Surveying GNSS Program Pilot Status – Year 1 Report, Regina Blasberg
    - Eight course approved in noncredit
    - The state to rejected the program. The state response was confusing. The program is currently working on response to state and will include LMI date, advisory board minutes, and support letters for program justification
    - Will be offering courses in fall as non CDCP
- Water Systems Tech Green Gardener Program Pilot Status – Year 1 Report, Regina Blasberg
    - Courses and program through the state
    - The program relies on partnership with SCV Water
    - Contact is Cathy Martin
    - Meeting to be scheduled to discuss scheduling and use of SCV facilities
    - Target date of Fall 2019 to launch courses
    - SCV Water employees will likely be the faculty teaching the courses.
    - NC courses so they will make min quals
    - The program will live under Water Tech but courses are under the school of noncredit. The courses have a Horticulture TOP Code
- Civic and Community Engagement Certificate of Specialization Pilot Status – Year 1 Report, Patty Robinson
    - This program is a Certificate of Specialization that will allow a student to complete the first 9 units of an 18 unit minor at CSUN in Civic Engagement.
    - The courses were returned by the curriculum committee
    - Patty will address and the courses will be put back through in fall
    - The program is in need of a staff personal to support Community Based Learning
- Construction Technology Program Pilot Status – Year Report, Eric Arnold
    - No report or faculty member was present for discussion
    - This item was tabled by the committee until fall

C. Discussion

- Setting PV Committee Meeting Dates for 2019-2020 Academic Year
    - The suggested dates and times were approved by the committee
    - The counseling department has a weekly convict, but Albert Loaiza will be able to manage the meeting conflict.

D. PV Forms Updated to Adjust with Labor Market Information Request and Regional Approval Process & for Revitalization

- The committee approved the new forms for use next year
- It was agreed that the three forms were an improvement on and less confusing than the single use form.
- The committee agreed that it would be okay to continue to make improvements on the forms and the process in the coming year.
    - Suggestions and comments:
        - We identified a need for a clear process and flow chart
            - Is the flow chart the same for NC and Credit
            - Is the flow chart the same for CTE and Transfer
            - Based on the flow chart we may want to consider splitting out the forms
            - Are some of the forms redundant (Justification and Initiation forms) and would require copy/paste after receiving LMI data?
        - There was a question about what triggers a Program Revitalization in a transfer (non CTE) program.
            - It might not be LMI. What other factors/measures should we consider?
            - Should we consider a process like Fresno College or Moorpark College in which the Program Review Committee (or possibly PV Committee) reviews program reviews for all programs on a cyclical basis to take a regular health check of the program.
        - The "Program Initiation/Modification Form" should be called the "Program Initiation/Substantial Modification Form" as a regular modification of two or fewer courses does not need to go through PV Committee.
        - There should be a Recency Requirement on the LMI data
            - Suggested limit of 12 months.
    - The committee would like clarification of Center of Excellence LMI data requirement from the CCCCO - Is it really required?

Guided Pathways Student Services Liaison Report-Summary

Academic Senate 05.09.2019

Meta-Majors Update:
- PIO/website design integration with GMD student concepts
- <u>Next steps from the Meta Majors Committee:</u> will be to meet with PIO and Technology the technology department to determine what can be done with both the main and mobile sites. Another meeting will be required with PIO, Technology department and three members of Guided Pathways in regards to what tweaks will need to be made when uploading the design concepts.
- There are 8 spots for the Meta majors. This is just for school headings, colors, tag lines and icons have not been selected. There are currently place holders for all seven schools.
- GMD student Marty's design concepts will be blended in.'
- Jasmine will send an email to the dean to collect a 1-2 sentence synopsis of their schools.
- The meta majors will the on the main COC homepage.

Mapping:
- Two mapping workshops completed; third workshop for Friday, May 17th
  - Can RSVP through email Outlook meeting request (this will be sent out by Monday, May 13th)
  - Option to meet 1:1 with a counselor if departments are not able to attend
    - Email Erika to schedule a 1:1 meeting with a counselor.
- Considerations/recommendations from faculty feedback
  - Work during the summer will be halted. If any work is completed over the summer it will be in regards to finalizing language such as a counselor note based on transfer information.
- Technology considerations – website vs mobile capabilities
  - Some of this information may be collected over the summer.
- Next steps

Save the Date:
- CougarPALOOZA is May 14th in the Honor Grove from 3pm-5pm
  - View work completed by IE2, subcommittees, and LEAP solution team final projects

2019 Adjunct Senator Election Results

SHOWING: 49 of 49 Responses

1. There are three voting Adjunct Senator positions open on the Academic Senate. You may vote for at most three of the following candidates, no more than one vote per candidate, to serve as your representative(s) for the 2019-2020 school year.

Skipped: 0   Answered: 49

	Candidate	%	Count
🟩	Carly Perl	43%	21
🟦	Jessica Small	69%	34
🟨	Grace Bernard	31%	15
🟦	Ron Mita	41%	20
🟧	Aaron Silverman	55%	27

28

August 9, 2019
Friday

August 2019
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FRIDAY

9

7 AM

8 — **Welcome Day**
Jasmine Ruys

9

10

11 — **Online & Hybrid Retreat**
Chloe McGinley

12 PM

1

2 — **Curriculum Committee Retreat?**

3

4

5

6

Faudree, Nicole   1   5/20/2019 12:40 PM

August 12, 2019
Monday

August 2019
SuMo TuWe Th Fr Sa
             1 2 3
 4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

September 2019
SuMo TuWe Th Fr Sa
 1 2 3 4 5 6 7
 8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

MONDAY

12

FLEX Week — To Aug 15 →

7 AM

8 — **Welcome Back Breakfast**

9

New Faculty Orientation?
Brent Riffel

Introduction to Canyons Connect Powered by Starfish
Julanne Johnson

10

Phishing, Vishing, Parming, Bating, Tailgating!
Michael Gunther

11

Strategies for Creating Trans*Affirming Classrooms & Campus Spaces
Jess Love

12 PM

Keynote lunch: Nika Hogan
E-Learning: The Empathy Gap + RA Engaged Academic Literacy for All

1

2

RA Lead Activity
Cindy + other RA participants?

3

Anti-Harassment & Anti-Discrimination Training
HR

COOKIE & NETWORKING BREAK!

Tearing Down Walls & Building Bridges to Our International Students
Maritza Munzon

4

5

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August 13, 2019

Tuesday

August 2019	September 2019
SuMo TuWe Th Fr Sa	SuMo TuWe Th Fr Sa
1 2 3	1 2 3 4 5 6 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28
25 26 27 28 29 30 31	29 30

TUESDAY

13

← From Aug 12   FLEX Week   To Aug 15 →

7 AM

8 **Growth Minded Teaching**
Dustin & Ambika Silva

9 **Check Us Out - We Won't Shhhhh You!**
Sara Breshears

10
Advanced Equity	**Introduction to Equity**
Katie Coleman & Robert Wonser	Lori Young, Heaven Warner, & Nick Hernandez?

11 **ACUE in Action: Teaching Strategies that Apply to ALL!**
Cindy Stephens + Panel?

12 PM **Keynote Lunch: Name? Director of Wellness for the City of Boulder, CO**
Topic title?

1

2 **Put Our Oxygen Mask on First!**
Mehgen Andrade + ?

3 **COOKIE AND NETWORKING BREAK!**

Lecturing Abroad, the 2019 Summer Experience and Future Lecture Abroad Opportunities!
Maritz Munzon

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Faudree, Nicole   1   5/20/2019 12:41 PM

August 14, 2019
Wednesday

August 2019
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September 2019
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WEDNESDAY

14

← From Aug 12   FLEX Week   To Aug 15 →

7 AM

8
Noncredit - What's all the Fuss? How it can help all students succeed!
Garrett Rieck & John Makevich

9
Best Practices in the Classroom: CETL Panel Discussion
Brent Riffle Moderator

10
Students' Mental Health & Impact on Students, Classmates, and Professor
Larry Schallert & ?

11
AB 705: Is the End Near? Effects on Non-English, Non-Math Faculty
Alene Terzian & Charlie Johnson + ?

12 PM
Keynote Lunch: Dr. Karen Hater, Dean of Students at Rawlings College
Topic Title?

1

2
DSPS Mysteries Explained!
Jane Feuerhelm + ?

3
COOKIE & NETWORKING BREAK!

How Faculty Can Help Veterans Succeed
Travis Kalusa

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August 15, 2019

Thursday

August 2019
SuMo TuWe Th Fr Sa
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September 2019
SuMo TuWe Th Fr Sa
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15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

	THURSDAY
	15
	← From Aug 12 FLEX Week

7 AM

8

9

Dr. Van Hook's Workshop
Title?

10

11

12 PM

Keynote Lunch: Dr. Vitor Rios
Equity in Practice, One Student at a Time: Emotional Support in the Lives of Marginalized Students

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Department Retreats	**Open Labs: Canvas, eLumen Assessment, eLumen Curriculum**

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ACADEMIC PROGRAM REVIEW PROMPTS EDITS: Spring 2019

College of the Canyons

GENERAL

Mission:

Mission Alignment: How does your department's mission align with the College mission?

Program Goals:

Description of Programs:

Program SLO Description: *Make sure this is updated year with eLumen content*.

_____

OUTCOMES AND ACHIEVEMENT DATA

RESOURCES INVESTED *Ensure data in this table is rolled over from previous years*

	2015-2016	2016-2017	2017-2018	2018-2019
Number of Full-Time Teaching Faculty:				
Number of Adjunct Faculty:				
Number of Support Staff:				
Supplies Funds:				
Equipment Funds:				
Grants Obtained:				
COC Foundation Donations:				
Other Resources:				

Please describe important trends in student retention, success, degree completion, enrollment, or other data.

What implications do the results in any of these reports have for your Program Planning?

STUDENT LEARNING OUTCOMES

The questions below are to assist the college's collection of information related to continuous quality improvement as well as ACCJC standards 1B.5. and 1B.6.

Standard 1B.5. - The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Standard 1B.6. - The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation

or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

How have course SLO and/or PSLO assessment results influenced specific changes in your Department?

How have these changes positively impacted student learning, achievement, and institutional effectiveness?

When learning outcomes (see eLumen) ~~and achievement data (see Tableau Visualization)~~ is provided/available for subpopulations of students (sex, ethnicity, or age), reflect on the results, any identified gaps, and plans to address these.

DATA TRENDS (See Tableau, eLumen, and resources invested table to answer these prompts) *Insert Hyperlinks to tableau and eLumen*

Data Trends: Describe department trends, including growth/decline in:
  a) number of students served (measured by headcount and FTES),
  b) instructional load (measured by instructional load and average class size),
  c) student achievement and success (retention, course success, degrees/certificates completed, transfer).

How do these ~~changes~~ trends compare to the College as a whole?

Given the trends in student achievement and outcomes, what are your ideas for improving student completion in your programs?

To what extent is there disproportionate impact for achievement or outcome indicators? If there is disproportionate impact, what can be done to minimize it?

Use of Data: How is the department/program using and incorporating results (data) from assessments in decision making / planning? Give examples of how you have used results to improve program quality or to meet other internal or external demands.

_____

ADDENDUM FOR CAREER EDUCATION (For Career Education Programs Only)

Career Education Outlook

> How is the program responding with regard to labor market demand?

> What sources of information do you have to support your conclusions?

> What similar training programs exist in the surrounding area or nearby colleges in the South Central Coast Regional Consortium?

If data is available, please provide job placement rates for students completing certificate programs and CTE (career-technical education) degrees for your programs. Include the following:
  1 - Institution-set standard for job placement rate.
  2 - Job placement rates for ~~2015, 2016 and 2017~~ for the past three years. *Insert Hyperlink to state job data source*.

Click Here for Perkins Form

Please comment on how the program's industry advisory committee has been involved in the preparation or review of the program's annual program review.

If your department's programs prepare students to sit for an industry licensure examination, please provide the name(s) of the licensure exams, licensure type (state or national), institution-set standard for pass rate, and pass rates for the most recent three years (2015, 2016 and 2017).

Externally Imposed Regulations: Please describe any mandated externally imposed regulations or external reviews of your program that have implications for the program planning and review.

_____

CURRICLULUM, SCHEDULING, AND ENROLLMENT MANAGEMENT

Department/Program Changes: Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department/ or program structure, focus, or emphasis that would affect curriculum, scheduling, or enrollment management.

Processes: Describe the processes and data sources you used for the analysis, including the use of advisory groups. Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review.

CURRICULUM

Please fill out the table below for your programs courses: *Insert fillable table? It should roll over each year.*

Course Number	Credit/ Non Credit	Last Revision Date	General Education Areas	Degrees/Cert Requirement	Part of which Pathways	Future Plans for the Course (Modify, Delete, move to non credit…)
Geography 101		1/11/1111	Physical Science IGETC Area B-3	Geography AA-T, Environ Studies AA	Art, History, Political Sciences	

Identify courses in your area/program and their revision dates (list that is maintained by department).

~~Identify courses in your area/program that are also: GE requirements, part of other discipline programs, part of any "pathways".~~

~~Number of completers in your program. Is this trending up or down? Provide your interpretation of why the direction of trend.~~

~~Provide your plan to bring courses into compliances with the 5-year cycle to review.~~

~~Provide your plan to either archive or teach each course not taught in the last two years.~~

Identify courses that have not been successfully offered in the past two years. Provide explanation for lack of offering, or lack of fill, and identify strategies for addressing these "challenges" going forward. Options could include: deleting the course, hiring qualified staff, modifying delivery method/location/time. Provide timeline for these strategies.

Does the college catalog accurately display descriptions and requirements? Please document any errors and omissions here.

Describe discussions regarding future curricular offerings including potential new courses and/or programs.

Are there plans for new course or degree/certificates?

What need or rationale will be submitted to curriculum committee?

SCHEDULING AND ENROLLMENT MANAGEMENT *Insert new sub header for this tab*

How are the course/section fill rates? Are there patterns during the term, time of day, days, or locations that are noteworthy?

~~Identify courses that have not been successfully offered in the past two years. Provide explanation for lack of offering, or lack of fill, and identify strategies for addressing these "challenges" going forward. Options could include: deleting the course, hiring qualified staff, modifying delivery method/location/time. Provide timeline for these strategies.~~

~~Enrollment Management Analysis:~~ Reflect on your programs scheduling of classes as it relates to student degree/certificate completion, transfer, and your program's student population needs (day students, evening students, online, weekend, campus): …………

~~In light of the college's enrollment management plan, the economy, and other factors, how would you evaluate your department's enrollment patterns? Consider data such as: student retention and success, average class size, number of sections offered, number of students declaring a field in your department as a major, number of students completing certificates or degrees, number of students participating in work study, and number of students placed in jobs related to their majors in your departments.~~

~~Canyon Country Campus: Please indicate your plans, if any your department has for the Canyon Country Campus.~~

~~Technology: How is technology being used for curriculum delivery? What are the technology needs for the department?~~

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STAFFING AND FACILITIES

Connection to Educational and Facilities Master Plan: How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan?

Support Staffing and Faculty: What changes have occurred in the last three years with regard to full-time and part-time faculty and staff positions?

ACADEMIC STAFFING FORM   NON-INSTRUCTIONAL FACULTY STAFFING FORM   CLASSIFIED STAFFING FORM

Facilities Needs: Please indicate your major facilities and technology needs at the Valencia or Canyon Country Campus, including modernization needs and plans for the future. Be as detailed as possible in the table below. For minor facilities and furniture repair needs please fill out facilities work order form or furniture replacement form

Valencia	Canyon Country	Other Sites
Example:		

Other Departments involved in initiatives in Program Review:

_____

EXTERNAL FACTORS (CE Programs can skip economic trends and similar programs prompts if CE addendum was completed this year)

Economic Trends: What economic factors will impact the development of the program (e.g., job market, local business needs, new business start-ups in Santa Clarita or the region, etc.)? What are emerging trends in related industries?

Similar Programs: How does the program compare to those offered at surrounding public community colleges (e.g., What are the various instructional delivery modes? How many units are the programs? What classes are required for a degree or certificate?)? Is the program at COC competitive with others? Why will students choose this program rather than one at another nearby college?

What are the implications from changes in CID descriptors, Associate Degree for Transfer (ADTs), and articulation with programs at four-year institutions?

External Relationships/Partnerships: Please summarize arrangements/collaboration with industry, government, and other agencies outside the academic community.

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COMPLETED OBJECTIVES

Review of Completed Objectives.

1.
2.

_____

STRENGTHS/ CHALLENGES/ OBJECTIVES (Insert SWOT Description from Gary Quire)

Departmental Strengths: Describe departmental/programmatic strengths or unique features. ~~This should principally include information from the Internal and External Factors sections.~~

Departmental ~~Challenges~~ Weaknesses: Describe departmental/programmatic ~~challenges~~ weaknesses. ~~This should principally include information from the Internal and External Factors sections.~~

Departmental Opportunities: Describe departmental / programmatic opportunities.

Departmental Threats: Describe departmental / programmatic threats.

Review of Previous Objectives: Summarize progress in achieving goals and objectives identified on the last program planning and review.
     1.
     2.
     3.

Additional Accomplishments.

     1.
     2.

New Objectives: While the number of new objectives is to be determined by your department, most departments will want to limit the number of new objectives to between 3 and 7. Objectives should be SMART: specific, measureable achievable, realistic, timely. Also, there is no requirement to include objectives for each strategic goal. Rather, review the College Strategic Goals and reflect on many implications for your department.

New Objectives Related to SLOs as Indicated in Use of Results Section:

Other New Objectives:

_____

BUDGET PLANNING

Click Here for Budget Planning

_____

PARTICIPANTS/ ADDITIONAL SUPPORTING DOCUMENTS
~~Please list the faculty who were consulted in this program planning and review.~~ Include the list of names of the people who participated (both internally to the department and externally from the department) in this program planning and review. Chairs are encouraged to collaborate with full time faculty, part time faculty, and staff.

Upload files evidencing dialogue and any other document helpful for the program review. [Deputy Chancellor's office will upload 2 year offering plans.]

Reflecting on the review of your program, is there any additional information that you think would be helpful to provide?

HUMAN RESOURCES OFFICE

Date: May 17, 2019

To: Rebecca Eikey
                President, Academic Senate

From: Linda Clark
                Senior Human Resources Generalist (Faculty)

CC: Rian Medlin, Director, Human Resources
                Marilyn Jimenez, Administrative Assistant to the Academic Senate

Subject: Additional Discipline Assignment for Brittany Applen

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Name: Brittany Applen

Position: Full-time American Sign Language Instructor

Additional Discipline Assignment: Recreation Administration

Brittany will be grandfathered into the following Recreation Administration discipline based on the 2011 minimum qualifications:

- Possession of an <u>unexpired</u> California Community College Instructor Credential in Recreation Administration.
- Masters in recreation administration or physical education
- Bachelors in either of the above AND Masters in dance, gerontology or public administration.
- <u>Equivalency #1</u>: Master's Degree in any discipline <u>AND</u> 24 units of course work in the discipline of the assignment. At least 12 of these units must be graduate or upper division. (The 24 units may have been either included or taken in addition to the master's degree.)
- ✓ <u>Equivalency #2</u>: Master's Degree in any discipline, plus two years of professional experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment.
- <u>Equivalency #3</u>: Bachelor's degree in the discipline of the assignment, plus at least 12 units of graduate work completed in the discipline of the assignment as part of enrollment in a master's program.
- <u>Equivalency #4</u>: Bachelor's degree in the discipline of the assignment, plus at least 12 units of graduate course work completed in the discipline of the assignment <u>AND</u> one year of professional experience related to the discipline of the assignment or one year of teaching experience in the discipline of the assignment.

- <u>Equivalency #5</u>: Bachelor's degree in the discipline of the assignment, plus five years of professional experience related to the discipline of the assignment or five years of teaching experience in the discipline of the assignment.

Brittany Applen meets minimum qualifications with:

- M.A., Communication Studies, California State University, Northridge
- 2.93 years of professional and teaching experience directly related to the discipline assignment.

<u>   </u>Santa Clarita Community College District<u>   </u>
COLLEGE OF THE CANYONS

Starfish (Canyons Connects)

5/6/19 **and 5/20/19** for Academic Senate

Item Type	Name	1st Progress? (Weeks 3&4 or 12.5%-25%)	2nd Progress? (Weeks 6&7&8 or 31.25%-50%)	3rd Progress? (Weeks 10&11 or 56.25% - 68.75%)
Flag	Attendance Concern	Proposed	Proposed	?
Flag	Missing/Late Assignments	Maybe	Proposed	Proposed
Flag	Low Scores	?	Proposed	?
Kudo	Great Effort	**Proposed**	Proposed	Proposed

Flag: Attendance Concern

Subject: ~~We miss you in class~~ **Your participation is missed in [Coursename]**

Dear [StudentFirstName],

This message is being sent to you from Canyons Connects on behalf of your instructor. Class isn't the same without you!

Here are your instructor's comments, if submitted:

[notes from faculty if any]

You can be successful in your academic studies and attending/**participating in** class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. ~~Please~~ **So, please** check in with ~~me~~ **your instructor** via email, during office hours, or before/after class. It's not too late for you to change your attendance/participation habits.

~~[notes from faculty if any]~~

~~Sincerely,~~ **Sent on behalf of,**

[Professor's name & title]

Flag: Low Scores

Subject: ~~Want to go over your exam/paper?~~ **Checking In - Exam/Paper/Assessment in [CourseName]**

Dear [StudentFirstName],

~~I invite you to my office hours to help you with the material.~~

This message is being sent to you from Canyons Connects on behalf of your instructor. ~~I know~~ You may not have earned the grade that you were hoping on your ~~exam/paper/~~assessment, ~~and I'd like~~ so we encourage you to meet with your instructor to discuss how ~~we you can work together~~ to help you succeed on the next ~~exam/paper~~ assessment.

Here are your instructor's comments, if submitted:

[notes from faculty if any]

Remember that ~~the~~ **The Learning Center (**TLC**)** is here for you too.   A struggle is just an opportunity for growth, and it's common for students to go through challenges like this and overcome them.

Here are some academic steps that your peers have taken to be successful:

- Study frequently
- Complete homework and check for accuracy a couple days in advance of exam
- Create a practice exam (you may write problems on index cards and shuffle)
- Attend the TLC for tutoring, study jams, GLAs
- Attend and participate in all class activities
- Take good notes, review these while completing homework and preparing for exam

~~If your struggle is not class related, please contact …~~

~~Sincerely,~~ **Sent on behalf of,**

[Professor's name & title]

Flag: Missing/Late Assignments

Subject: You have not yet submitted assignments in [Coursename]

Dear [StudentFirstName],

This message is being sent to you from Canyons Connects on behalf of your instructor. ~~I values y~~**Y**our work and contributions to the class **are valued , and** ~~I noticed~~ **it's been noted** that you have one or more missing or late assignments. ~~By practicing the material with our assignments we become more prepared to succeed in the class.~~

Here are your instructor's comments, if submitted:

[notes from faculty if any]

By practicing the material with ~~our~~ **your assignments** ~~we~~ **you will become more prepared to succeed in the class.** Please contact ~~me~~ **your instructor** about next steps and ~~to~~ let ~~me~~ **them** know if ~~I~~ **they** may assist you with any questions that you have.

~~Sincerely,~~ **Sent on behalf of,**

[Professor's name and title]

Kudo: Great Effort

Subject: Great ~~E~~effort **in [CourseName]!**

Dear [StudentFirstName],

~~I appreciate your dedication and hard work in the class.~~ You are doing great! Keep up the good work!

Here are your instructor's comments, if submitted:

[notes from faculty if any]

~~Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.~~ **This message is being sent to you from Canyons Connects on behalf of your instructor.   We appreciate your dedication and hard work in the class!**

~~Sincerely,~~ **Sent on behalf of,**

[Professor's name and title]

BP/AP 4021 Program Viability Evaluation Rubric

Name of Program: Clinical Lab Science
Proposal Submitted by: Hencelyn Chu
Committee Meeting Date(s): March 21, 2019, April 27, 2019

3/21/19 Meeting Members present: Rebecca Eikey (Committee Chair/Academic Senate President), Albert Loaiza (Counseling Rep), Christopher Bolts (Theatre/CTE Rep), Lisa Hooper (Curriculum), Jerry Buckley (VPAA), Wendy Ruiz (Photo/COCFA Rep)

Guests: Bernardo Feldman (Music), Bill Macpherson (Music), Hencelyn Chu (MLT), Micah Young (Interim Dan MSHP), Virginia Hutchins (Inst. Tech MLT), , Jennifer Paris (ECE), Wendy Ruiz (ECE), Julie Keller (Asst. Director, ECE), Monica Marshall (Program Director ECE), Garrett Rieck (Noncredit Faculty), Paul Wickline (AC Affairs), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA)

4/27/19 Meeting PRESENT: Rebecca Eikey (Chair), Chris Boltz (CTE Rep), Albert Loaiza (Counseling Rep), Lisa Hooper (Curriculum Rep), Jerry Buckley (CIO), Harriet Happel (Dean CTE), Omar Torres (AVP Academic Affairs), Nathan Dechenes (Administration of Justice), Nathan Ong (Crime Analyst, LAPD Foothill Division), Ernest Coronel (Crime Analyst, LAPD Foothill Division), Hence Chu (MLT), Kathy Bakhit (Dean, Business & Applied Tech), Micah Young (Interim Dean, MSHP)

ABSENT: Wendy Brill, Jason Burgdorfer, David Andrus

Type of Program: (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)
1. Credit Certificate of Specialization or Achievement

Type of Proposal: (Initiation or Substantial Modification): <u>Initiation</u>

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	With the critical workforce shortage of clinical laboratory scientists, this program will allow us to provide the workforce training to meet industry's immediate needs. Clinical laboratory scientists are integral members of the allied health care team that perform diagnostic testing on blood, body fluids, and other biological specimens to provide healthcare providers (physicians, nurses, pharmacists, and other members of the healthcare team) information that are utilized in making critical decisions for treatment and monitoring therapeutic interventions. The Clinical Laboratory Science post-baccalaureate training program will offer a combined didactic and practical training curriculum in the clinical

	laboratory sciences that is approved by the California Department of Public Health/ Laboratory Field Services. Completers of the program will be eligible to sit for the board of certification exam approved by the CDPH/ LFS and, upon achievement of a passing exam score, a CLS certification/license for employment in the state of California. This program would target Post-Baccalaureate students and would also create a pathway from Medical Lab Technician (MLT) to Clinical Lab Science (CLS). Should this program viability proposal be approved, College of the Canyons will be the first community college in the state to offer a Clinical Laboratory Sciences program. This program will lead to a certificate of completion in CLS, eligibility for the board of certification exam as approved by the CDPH/LFS, and a state-issued CLS license that is required for employment.
Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	The CLS certificate program is relevant to CTE preparation. The certificate of completion earned by program completers will enable them to be eligible to sit for the board of certification exam and the CLS license issued by the CDPH/LFS that is required for employment.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	The majority of the MLT Advisory group members support the program viability proposal. The CTE Advisory committee at its last two meetings have fully supported the addition if this CTE program to help address their local workforce needs for Clinical Laboratory Science Personnel.
3. What does the labor market study indicate? (CTE Only)	The employment of medical and clinical lab technologists will see growth due to the increasing volume of laboratory tests as the U.S. population ages, new types of tests are developed, and with changes in health care legislation. The projected growth for these technologists is expected to be higher in California with an increase of 17.5% or 2,100 jobs between 2016-2026.
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A

5. Replication of programs in surrounding community college districts	To our knowledge, this will be the first proposed CLS program to be offered by a community college district in California. CLS programs are typically offered by 4 –year institutions and/or hospital based training programs (with or without 4-year institution collaborations). Thus, there would be no programs in surrounding community colleges to replicate.
6. Enrollment trends in program disciplines (past and present)	N/A
7. Projected demand for this program in the future	Clinical Laboratory Scientists (CLS) are currently in demand in the healthcare sector/ industry. There is a critical shortage of CLS in the state of California and nationwide. There are various types of CLS program offered across the state, college/university-based and or hospital-based programs. The number of students graduating and/or completing these programs is currently not able to meet the workforce demands and industry needs. As the average age of CLS is 54 years old, there is an expectation that many of these incumbent workers will be retiring or are expected to retire in the next 5-10 years. Unfortunately, the projections for CLS graduates in the next 5-10 years do not reflect that the expected workforce vacancies will be met.
8. Any other data from program review in support of proposal	There are several letters of support for this program. These include: Community Memorial Health System (CMH); Palmdale Regional Medical Center; Quest Diagnostics; Whittier Hospital Medical Center
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A

Program and Curriculum Design	
13. Program Outline of Required Courses	1st Semester - Summer Basic Lab Competency Skills I: Basic Competencies in Hematology, Coagulation, and Urinalysis Basic Lab Competency Skills II: Basic Competencies in Clinical Chemistry Basic Lab Competency Skills III: Basic Competencies in Microbiology Basic Lab Competency Skills IV: Basic Competencies in Immunology/ Immunohematology Phlebotomy 2nd Semester and 3rd Semesters – Fall/ Winter Advanced Topics in Hematology, Coagulation, and Body Fluids Advanced Topics in Clinical Chemistry Laboratory Operations 4th semester and 5th Semesters–Spring and Summer Advanced Topics in Immunology and Transfusion Medicine Advanced Topics in Clinical Microbiology
14. What courses are existing?	Basic Courses: MLT 050 Phlebotomy MLT 110 and MLT 110L: Clinical Hematology and Clinical Hematology Lab MLT 112 and MLT 112L: Clinical Urinalysis and Clinical Urinalysis Lab MLT 114 and MLT 114L: Clinical Coagulation and Clinical Coag Lab MLT 116 and MLT 116L: Clinical Microbiology and Clinical Microbiology Lab MLT 118 and MLT 118L: Clinical Immunology and Immunohematology and Clinical Immunology and Immunohematology Lab MLT 120 and MLT 120L: Clinical Chemistry I and Clinical Chemistry I Lab MLT 124 and MLT 124L: Clinical Chemistry II and Clinical Chemistry II Lab

15. What courses need to be created?	Basic Lab Competency Skills I: Basic Competencies in Hematology, Coagulation, and Urinalysis Basic Lab Competency Skills II: Basic Competencies in Clinical Chemistry Basic Lab Competency Skills III: Basic Competencies in Microbiology Basic Lab Competency Skills IV: Basic Competencies in Immunology/ Immunohematology Advanced Topics in Hematology, Coagulation, and Body Fluids Advanced Topics in Clinical Chemistry Advanced Topics in Immunology and Transfusion Medicine Advanced Topics in Clinical Microbiology Laboratory Operations
16. Frequency of existing course offering	Once per academic year
17. Proposed offering frequency of new program courses	The CDPH/LFS requires a 12-month combined didactic and practical training program, with specific training hours in designated laboratory departments. Therefore, we expect to offer all of the courses in the program once per academic calendar year. Students will be admitted into the program and complete the program as a cohort.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	This program would enhance the employment options for MLT students. These student would need to ensure that they have microbiology. This program would be run on 12-month basis with majority of the training occurring at clinical sites.
19. Ability of program to meet standards of outside agencies/licensing boards	The college is required to apply to the California Department of Public Health/ Laboratory Field Services. Approval of this application will grant our program completers eligibility to take the CLS certification exam in California. Passing the certification exam is a criterion in obtaining a CLS license to be employed in California. The State of California Department of Public Health/ Laboratory Field Services has communicated with the program director and MSHP Dean that we are eligible to apply to the state to offer the CLS certificate program at College of the Canyons.

	Additionally, we will also apply to the national accreditation body, NAACLS (National Accreditation Agency for Clinical Laboratory Science programs), so our program can demonstrate compliance with the national standards and grant eligibility to sit for the national CLS certification exam and national CLS certification/ license to our program completers. College of the Canyons already has familiarity with NAACLS (accreditation agency) as the college's MLT program is accredited through this organization through April 2022.
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The MLT advisory board members represent industry partners, clinical affiliates, college faculty, program graduates, and current students in the program. The advisory board guides our decisions in curriculum design, program updates, and current industry workforce needs. For example, our MLT students are required by state law and our national accreditation to participate in off-campus clinical site training with specified training hours. Similarly, the CLS program will also require clinical training hours. Therefore, our program decision-making requires guidance from our advisory members to ensure that our workforce-training program meets industry standards and remains current to meet the changing needs of the clinical laboratory science profession. Suggestions and feedback for program improvement are included during the discussions at the biannual advisory board meetings, and/or email, and telephone conversations with the Program Director.
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	The timeline to develop and implement the new courses is 6-8 months.
23. Which school houses or will house this program?	MSHP

24. Which department houses or will house this program?	MLT
25. Will AP 4023 (Merging/Splitting Departments) be needed?	Not at this time.
26. Which current faculty will be responsible for this program?	Hence Chu
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	YES
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	For instructional services: the program will most likely need additional instructors to teach the CLS courses. However, the current MLT adjunct faculty members are all qualified (per State and national accreditation standards) to teach in a CLS program.
29. What additional staffing resources will be needed to support this program?	Because of the expected program growth, the program will likely need an additional full-time faculty or two to serve as program coordinator(s) of the CLS program. It is ideal that the program coordinator(s) have the responsibility of recruiting clinical sites and program maintenance so that we remain in compliance at the state and national accreditation levels. For support services: the program will need additional support for a laboratory assistant.
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Clinical sites have been identified and there are letters of support provided.
31. What is the funding source for this program?	General Funds
32. Plan for institutionalization (if grant funded)	N/A

Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	This program will provide an additional career/guided pathway choice for the Medical Laboratory Technician program graduates who are seeking academic pathways to a Clinical Laboratory Sciences program. As the first community college in California to offer this program, it will demonstrate the College's mission to offer innovative approaches to create opportunities for critical workforce training programs that will meet our community's needs. It will provide broader access to education than previously able to be acquired specifically addressing those students who have already earned a baccalaureate degree who return to a community college to acquire additional work related skills. The committee discussed whether this program would be more appropriate in credit vs noncredit. The recommendation was for the author to contact the accreditation body to see if there are limitations with respect to offerings in noncredit.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	There is alignment with the college's mission, values and goals. The addition of this program will result in greater access to education/training leading to sustainable wage employment.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	This program will continuous monitor student participation and outcomes to ensure that all participants are achieving similar outcomes when evaluated through the current Chancellor's Office standards used for evaluation of equity gaps and student success.

Program Viability Committee Recommendation

___*Rebecca Eikey*_____

Committee Chair's Signature

___X__ **Initiate**   _____ **Not Initiate**

_____ **Modify**   _____ **Not Modify**

All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.

Program Viability Narrative
Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

Committee Recommends approval of CLS program as pilot, with the understanding that the MLT department has the flexibility in the curriculum and program development to determine which modality, credit or noncredit, would be most appropriate given that the program must be developed to align with state regulations.

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Law Enforcement Technology A.S. Degree
Proposal Submitted by: Larry Alvarez, J.D., M.S.

Type of Program: A.S. (Local Degree)

Type of Proposal: Initiation

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	The Law Enforcement Technology program focuses on the emerging trends and uses of technology in law enforcement operations and criminal investigations. The student gains insight into how technology impacts law enforcement, legal issues associated with technological uses, ethical boundaries considerations, and operational and investigative techniques. Upon successful completion of the Law Enforcement Technology degree program, the student will have a general, but very practical knowledge, of the rapidly evolving technology and how it is used to further public safety operations and criminal investigations. Target occupations typical to this major include in-service officers and investigators working, or seeking to work, specialized technical investigative support assignments. NOTE: Most law enforcement agencies have extensive testing procedures prior to hiring including written, oral, and psychological tests and require applicants to complete additional rigorous academy training prior to being hired. Most federal agencies require a Bachelor's degree prior to appointment. Security officers and private investigators in the State of California must take additional courses, pass State approved examinations, and maintain licensing requirements, in order to satisfy State mandates.
Program Need and Justification	

1. Relevance of the discipline and program to Transfer and/or CTE	CTE preparation only. Not for transfer to UC or CSU. Potential transfer to National University in progress/discussion. Furthermore, this program specifically targets in-service police officers seeking introductory positions in specialty and complex investigative assignments across most local law enforcement agencies. This demographic of officers typically, do not continue to advance their education once hired because our current program focuses on developing candidates for pre-service.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	Full support from CTE Admin Justice Advisory Committee.
3. What does the labor market study indicate? (CTE Only)	Labor Data shows only general information related to police officers and investigators. Labor Data does not provide information on specialty positions within the field. However Bureau of Labor Statistics projects that positions in information security analysts will grow 28% and forensic science technicians will grow 17% by 2026.
4. Are there local universities with this program for students to transfer to? (Transfer Only)	No. This program will be on the cutting edge in the field. COC Admin Justice is working closely with National University to develop a potential transfer pathway for students to earn a B.S. degree.
5. Replication of programs in surrounding community college districts	None. Ventura Community College District offers a cyber law and cyber evidence class only. While slightly related, this program is much more specific, complete, and complex.
6. Enrollment trends in program disciplines (past and present)	N/A
7. Projected demand for this program in the future	Growing demand is expected as technology continues to advance and change the law enforcement profession and criminal justice system. College of the Canyons is unique in that it serves the LAPD, one of the country's leading law enforcement agencies as well as the LASD, which is the largest sheriff's department in the United States. Additionally, there are hundreds of other local, state, and federal law enforcement agencies within the region impacted by the College District. Furthermore, the program will be developed in the traditional on-ground format as well as DLA-online and hybrid formats which could increase access.
8. Any other data from program review in support of proposal	Yes. A. In accordance with the College Mission in that it prepares students for workforce-skills development.

	B. Supports job market trends. C. Supports industry demands
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A

Program and Curriculum Design

13. Program Outline of Required Courses	**Program Requirements 3 Units Each Class** LETECH 101 Introduction to Technology in Law Enforcement LETECH 110 Ethics in Law Enforcement Technology LETECH 120 Investigations of Internet Crimes LETECH 130 Digital Evidence Acquisition LETECH 140 Network Intrusion Investigation LETECH 150 Geolocating **Plus six units from the following**

	LETECH 160 Computer Forensics LETECH 170 Privacy in the 21st Century LETECH 180 Law Enforcement Digital Photography LETECH 190 Electronic Surveillance and Tracking LETECH 195 Small Unmanned Aircraft Systems (sUAS) in Public Safety **Total Units 24**
14. What courses are existing?	None.
15. What courses need to be created?	LETECH 101, 110, 120, 130, 140, 150, 160, 170, 180, 190, & 195. Total eleven courses to be created in support of this program.
16. Frequency of existing course offering	N/A
17. Proposed offering frequency of new program courses	In accordance with proposed pathway. Each class offered at least one time per year.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	Students will have the ability to compete the program in its entirety In accordance with two year pathway. Three core courses and one elective course during fall and spring semesters. Remaining elective courses during summer and winter intersessions.

19. Ability of program to meet standards of outside agencies/licensing boards	Program will meet WASC accreditation standards.
20. How will new courses and program articulate to institutions of higher education?	Only to in development programs at National University.

21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Full support from CTE Advisory Committee, Program Review, informal student surveys, industry professionals, partner University Center-National University, and the law enforcement community.
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	Fall 2021.
23. Which school houses or will house this program?	MSHP
24. Which department houses or will house this program?	Administration of Justice
25. Will AP 4023 (Merging/Splitting Departments) be needed?	No.
26. Which current faculty will be responsible for this program?	Larry Alvarez Admin of Justice Department Chair
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes.
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Minimal.
29. What additional staffing resources will be needed to support this program?	Hiring additional adjuncts as demand grows.
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Current classroom facilities and online formats will be sufficient.
31. What is the funding source for this program?	Traditional funding such as general fund.
32. Plan for institutionalization (if grant funded)	N/A

Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	Supports the academic mission as it provides workforce skill development.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	The Law Enforcement Technology program aligns with the Strategic Plan in that it is innovative because by developing a programs to support industry trends and demands. The program also aligns with leadership as the Administration of Justice program grows and establishes itself as an industry leader by providing quality training and education in the criminal justice field.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	The LE Technology AS degree program will be accessible through traditional on-ground, hybrid, as well as fully on-line formats.

Program Viability Committee Recommendation | X____Initiate   ____Not Initiate

Rebecca Eikey   ____Modify   ____Not Modify

Committee Chair's Signature   ____Discontinue   ____Not Discontinue

Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The committee discussed considerations of qualified faculty who could teach in the online modality, equipment needs, and physical space considerations. The intention is to offer as much as possible of the program online and to develop OER/zero-cost textbooks. This is an emerging area where traditional textbooks are not readily available.

BP/AP 4021 Program Viability Evaluation Rubric
Name of Program: Certificate in Crime & Intelligence Analysis
Proposal Submitted by: Larry J. Alvarez, J.D., M.S.

Committee Meeting Date(s): 4/27/19

Committee Members Present: PRESENT: Rebecca Eikey (Chair), Chris Boltz (CTE Rep), Albert Loaiza (Counseling Rep), Lisa Hooper (Curriculum Rep), Jerry Buckley (CIO), Harriet Happel (Dean CTE), Omar Torres (AVP Academic Affairs), Nathan Dechenes (Administration of Justice), Nathan Ong (Crime Analyst, LAPD Foothill Division), Ernest Coronel (Crime Analyst, LAPD Foothill Division), Hence Chu (MLT), Kathy Bakhit (Dean, Business & Applied Tech), Micah Young (Interim Dean, MSHP)

ABSENT: Wendy Brill, Jason Burgdorfer, David Andrus

Type of Program: CERTIFICATE IN CRIME & INTELLIGENCE ANALYSIS- CREDIT

Type of Proposal: Initiation

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
Program Description, Purpose, and Goals	The Crime & Intelligence Analysis Certificate Program will provide practical instruction in crime analysis, criminal investigative analysis, organized crime intelligence analysis, law enforcement research, and statistical methods. The included courses will focus on (1) the analysis of the Part I and Part II crime trends most commonly encountered by patrol officers and investigators such as murder, aggravated assault, rape, robbery, burglary, and theft, and (2) crimes investigated by intelligence officers such as criminal networks, organized crime groups, narcotics, gangs, smuggling, trafficking, pirated goods, money laundering, and other illicit rings. Upon completion of the Certificate in Crime & Intelligence Analysis program, graduates will receive a Certificate from College of the Canyons as well as a Certificate from the California Department of Justice, which designates them as a national certified Crime and Intelligence Analyst. This certificate program is also recognized by the International Association of Crime Analysts.

Program Need and Justification	
1. Relevance of the discipline and program to Transfer and/or CTE	CTE preparation only. Not for transfer. The growing position of Crime & Intelligence Analyst requires completion of this certificate program.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	Support from the Advisory Committee.
3. What does the labor market study indicate? (CTE Only)	Employment (2016) 111,000 employees Projected Growth (2016-2026) Average 5-9% Projected Job Openings (2016-2026) 7,500
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	No. There is a Certificate in Crime & Intelligence Analysis is from Cal State-Fullerton. Pierce College has a Department of Justice Certified Certificate offered in credit, but it's focus is not exactly like this program proposed here.
6. Enrollment trends in program disciplines (past and present)	Enrollment trends are growing. In addition, recognizing the important growing role of Crime & Intelligence Analysts, the California Department of Justice is currently reimbursing local law enforcement agencies the salaries of Crime Intelligence Analysts for three years, in an effort to expand this position.
7. Projected demand for this program in the future	According to industry professionals, there is currently a greater demand for Crime Intelligence Analyst positions than qualified candidates to fill these positions.
8. Any other data from program review in support of proposal	In accordance with the College Mission in that it prepares students for workforce-skills development. There is evidence from job market trends that support this program.

9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A

Program and Curriculum Design

13. Program Outline of Required Courses	Introduction to Administration Justice 3 credits Criminal Law 3 credits Basic Elements of Criminal Intelligence 16 hours Criminal Intelligence Analysis 24 hours Crime Analysis Data Analysis 12 hours Crime Analysis Application 24 hours Criminal Investigative Analysis I 12 hours Criminal Investigative Analysis II 24 hours Law Enforcement Research & Statistical Methods 36 hours Computer Applications for Crime & Intelligence Analysis 40 hours Practicum in Crime & Intelligence Analysis 400 hours
14. What courses are existing?	Admin Justice 101 Introduction Admin Justice 125 Criminal Law These classes are currently offered as, for credit, program requirements for the AS and AS-T degree.
15. What courses need to be created?	Basic Elements of Criminal Intelligence (16 hours) Prerequisite: None. Learn how to collect and analyze data associated with "victimless" crimes and other crimes against society. Learn how to

| | recognize and identify organized crime activities, develop information sources, and be familiar with the ethical and legal requirements attached to the use of intelligence information.

Criminal Intelligence Analysis (24 hours)
Prerequisite: Basic Elements of Criminal Intelligence. Building on the foundation of the previous class, the focus will be on actual techniques used in analyzing criminal activities. Learn how to convert raw data into valid intelligence information. Prepare association matrixes, telephone toll analysis, visual investigative analysis, link analysis, and financial analysis. Introduction to intelligence analysis computer software programs. |
|---|---|
| | Crime Analysis Data Analysis (12 hours)
Prerequisite: None. Introduces students to the field of crime analysis including the five steps in the data analysis process: data collection, collation, analysis, dissemination, and feedback/evaluation. Learn to collect general and specific crime data, create data tracking matrices, use data to determine the emergence of new crime problems, prepare basic charts, graphs, and crime and intelligence reports, and learn techniques to properly communicate findings to law enforcement agencies.

Crime Analysis Applications (24 hours)
Prerequisite: Crime Analysis Data Analysis. Identify and differentiate between crime patterns, series, and trends. Learn to use the obtained data to predict future crime occurrences. Includes exposure to the three types of crime analysis (tactical, strategic, and administrative) and the eight functions of a crime analysis unit.

Criminal Investigative Analysis I (12 hours)
Prerequisite: None. Discuss the inner-workings of the criminal mind, the motivating factors that lead people to commit criminal acts, and the methods criminal used to plan and execute crimes. Focuses on the typology of crime, patterns and motives of crime, profiles, and the psychological |

	make-up of those who engage in illegal activities.
	Criminal Investigative Analysis II (24 hours)
	Prerequisite: Criminal Investigative Analysis I. Learn to conduct crime scene analysis and to identify factors linking serial crime, "copy-cat" crimes, and thrill seeking criminals. Understand how to identify serial sexual assault and sexual homicide cases. Explore the differences in personalities among deviants, the habit formation process, and the role of socialization in the development of the sadistic criminal, with an emphasis on the analysis of crimes committed primarily against women and children.
	Law Enforcement Research & Statistical Methods (36 hours)
	Prerequisite: Crime Analysis Applications. Introduction to the basic research and statistical principles used in crime analysis. Become familiar with the concepts involved in research design, content analysis, sampling, survey techniques, and statistical methods. Learn how to conduct

	research and author conclusions using commonly accepted research standards. Computer Applications for Crime & Intelligence Analysis (40 hours) Prerequisite: Crime Analysis Applications. Get a realistic view of the day-to-day work of a crime analyst in this hand-on class. Receive a basic instruction on the use of the computer in the crime and intelligence analysis field and become familiar with the current software available to crime analysts. Geographic information systems and their application in crime analysis will also be introduced. Practicum in Crime & Intelligence Analysis Prerequisite: Satisfactory completion of two or more of the certificate classes. Gain valuable hands-on work experience and develop marketable skills in a 400-hour supervised practicum in a law enforcement crime and/or intelligence unit. Completion of the practicum is required to qualify for a certificate. Note: Law enforcement agencies and intelligence units will likely conduct an extensive background investigation prior to internships, practicums, or conditional offers of employment. Previous criminal histories may exclude some applicants.
16. Frequency of existing course offering	Existing courses (Admin Justice 101 and 125) are currently offered for credit every semester both on-ground and online.
17. Proposed offering frequency of new program courses	One to two times per year.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	Yes. Requisite class work can be completed within four to six months, depending on scheduling factors. Completion of practicum requirements will vary from student to student.

19. Ability of program to meet standards of outside agencies/licensing boards	Program design fulfills requirements of California Department of Justice, Division of Law Enforcement (DOJ DLE), and the Law Enforcement Intelligence Unit (LEIU), a professional association.
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Program Review and the Advisory Committee support this certificate program as designed. This program is currently offered by Cal State-Fullerton as a for credit certificate. There is currently interest in providing this certificate program CSU-Long Beach and CSU-San Bernardino. The program as presented meets the prescribed industry standards for the DOJ DLE and LEIU.
Implementation Plan and Institutional Support	
22. Appropriateness of the projected timeframe for implementation of program	The ideal timeline for implementation would be six months to one year depending on the development of the curriculum.
23. Which school houses or will house this program?	MSHP.
24. Which department houses or will house this program?	Administration of Justice.
25. Will AP 4023 (Merging/Splitting Departments) be needed?	No.
26. Which current faculty will be responsible for this program?	Admin of Justice, Department Chair, Larry Alvarez.

27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes. This certificate supports growth of the current program.
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Minimal impact on instructional support staff. Program will require system input and tracking. Some increased work load on Dept. Chair. No additional impact on existing faculty
29. What additional staffing resources will be needed to support this program?	Additional staffing resources will require hiring of new adjunct instructors with certification in the field.

30. Are there facilities available for this program? If not what is the plan for getting facilities?	Yes. Necessary facilities will include pre-existing College resources. This program may be held over weekend hours. Crime Analysis relies heavily on geographic information, thus the classes would be offered in geography. Mary Bates and Micah Young have been involved in creating the agreement of GIS computers being used for this program.
31. What is the funding source for this program?	General Funds
32. Plan for institutionalization (if grant funded)	N/A
Alignment of Program	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	Supports the current for credit degree programs in that it provides non-credit alternatives and certifications for direct employment. Supports the academic mission as it provides workforce skill development.

34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	The Crime Intelligence Analyst Certificate program aligns with the Strategic Plan in that it is innovative because by developing a programs to support industry trends and demands.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	The Crime Intelligence Analyst Certificate program addresses equity gaps, especially as it relates to (1) return to workforce students (2) females (3) single parent households (4) older students, and others who are not likely to enter into a police academy. Provides career pathways in criminal justice for students identified in Program's equity gaps.

Program Viability Committee Recommendation

Rebecca Eikey

Committee Chair's Signature

<table>
<tr><td>X____ Initiate (as pilot)</td><td>_____ Not Initiate</td></tr>
<tr><td>_____ Modify</td><td>_____ Not Modify</td></tr>
<tr><td>_____ Discontinue</td><td>_____ Not Discontinue</td></tr>
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Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The committee discussed the benefits of offering the program in credit vs noncredit. The Committee recommends to offer the program in **Credit** and given the number of classes, consider an **Associates degree**. This certificate program (either credit or noncredit) can be completed in an accelerated cohort weekend program, the only one like it in the region. The requirements is dependent on the agency. For example, LAPD requires any BS degree and Crime Analysis certificate; while the Department of Defense requires experience (not a certificate). The majority of the students would already have bachelor degrees. This would be additional professional development for them to move into a specialized area needed in crime analysis. However, there would not be prerequisites, so the program would not be limited to those with associate degrees or bachelor degrees.

DRAFT

May 23, 2019

Senator Holly Mitchell, Chair   Assemblymember Phil Ting, Chair
Senate Budget Committee   Assembly Budget Committee
State Capitol Room 5019   State Capitol, Room 6026

RE: 2019-20 May Revision Proposal - California Community College Budget (6870-101-0001)

Dear Senator Mitchell and Assemblymember Ting:

We are writing today on behalf of the students, full-time and part-time faculty, classified staff, and administrators at College of the Canyons to respectfully offer recommendations for the 2019-20 state budget that will enable us to better fulfill our mission of education in the community we serve.

We would like to suggest the following priorities with regard to the budget:

Backfill SCFF and Property Tax Shortfalls

Despite widespread opposition last year to the implementation of a new and untested funding formula, the Student Centered Funding Formula took effect July 1, 2018. It was designed increase successful outcomes of low-income and traditionally underserved students in California's largest system of higher education.

Faculty, administrators, trustees and students opposed the formula implementation last year because they were not adequately represented in its development. The data used to develop the formula had no integrity, and no scenarios were run to predict how the formula would affect funding in an economic downturn. Moreover, it favors full-time students, ignoring the fact that nearly two-thirds of our 2.1 million students attend college part-time while balancing work and family responsibilities.

The formula was predicated on receiving more funding not less, as we improved student outcomes. But here we are with a shortfall. Unintended consequences were not evaluated and have now occurred.

We recommend a one-time appropriation of $49 million to fully fund the Student Centered Funding Formula (SCFF) as enacted and implemented for the 2018-19 fiscal year. A funding cut to current fiscal year operations would be devastating to core academic programs and student support programs, and is impractical coming this late in the fiscal year. It is not feasible to make significant amendments to the formula for the current year (2018-19) without causing harmful instability to college operations and student services.

Also, community colleges face an inequitable financial burden when the state's property tax revenues fall short of estimates. Colleges are forced to immediately absorb the shortfalls, unlike our K-12 partners, who receive an automatic general fund backfill. We ask State leaders to treat our most diverse sector of public higher education equally and automatically adjust the General Fund allocation to community colleges corresponding to any shortfalls in the SCFF and local property taxes.

An essential component of an effective funding formula is building the institutional capacity of the 72 districts. This necessitates a substantial infusion of general operations funding for California Community Colleges, which receives the lowest per-student funding of any public education system in California.

Modify the Student Centered Funding Formula

To ensure the SCFF functions as intended – creating more equitable outcomes while ensuring students have access to high-quality community colleges – we recommend the following changes to support a successful transition and implementation of the new funding formula:

- Establish the new base for all districts as **the 2018-19 Total Computational Revenue (TCR) plus cumulative COLAs**. A predictable base allocation is necessary for maintenance of district and campus operations, helping to build institutional capacity, and to permit proper implementation of Guided Pathways and related initiatives confronting equity gaps and improving student persistence and outcomes. Base funding also allows for the hiring of more full-time faculty, and increasing the number of full-time faculty in the classroom helps colleges make increasing strides toward meeting the system's *Vision for Success* goals.
- **Incorporate a Stop-Loss provision** within the SCFF to protect statewide access to quality, affordable public postsecondary education.
- **Extend hold-harmless provisions through 2021-22**. This will provide the state Chancellor's Office and local districts with the time needed to improve data quality critical to the success of the formula, and enable analysis that will prevent more unintended consequences.
- **Level the point system** so that all associate degrees, associate degrees for transfer and transfer to four-year accredited institutions have the same point value.
- Recognize only the **highest award achieved** by the same student in a given fiscal year as a means of prioritizing per-student success (in the Success Grant portion of the formula) as opposed to incentivizing award maximization, and redirect savings (from elimination of the current point differentials) to the District Base Grant allocation.

- Ensure programs supporting high school students, incarcerated individuals, Career Development College Prep (CDCP) noncredit students, and **Instructional Service Agreements (ISAs) receive full FTES funding** per the existing 100 percent FTES formula.
- **Count outcomes in as many districts as necessary** as long as the student took 12 or more units in the district in the year prior to transfer.
- Determine Pell Grant points based on **eligibility** rather than **award status**.
- Utilize the Institutional Effectiveness Partnership Initiative (IEPI) structure and resources to create an intentional strategy that blends technical assistance to colleges and local professional development support throughout the implementation of the formula.

The above recommendations include a proposed amendment to the Department of Finance's problematic revised definition of transfer which would attribute points to a student's district of residence rather than the district where they took classes. Free flow in California Community Colleges was established in 1984 to acknowledge the ability of students to attend the colleges that had the majors and training they needed. Our system does not ever get enough to fund all options in every district. **Our proposed definition provides points to as many districts as necessary as long as the student took 12 or more units in the district in the year prior to transfer.**

Financial Aid that Equitably Serves Community College Students

Despite comprising two-thirds of the California higher education population, community college students receive only six percent of Cal Grant resources. Hundreds of thousands of otherwise eligible applicants currently go unserved, and most have family incomes below the federal poverty line. We respectfully request that you consider financial aid reform that covers the true cost of attendance for community colleges. Specifically, we request the creation of a California Community College Financial Aid Program to provide need-based financial aid to help students and families with the total cost of attending college. A more robust and more equitable investment in community college students is a necessary condition of California's long-term prosperity.

CalSTRS Paydown – Reduced Pension Liabilities

Unfunded pension liabilities continue to represent a major fiscal burden for California Community Colleges. These increasing costs are crowding out services intended for student success. The Governor's budget includes a one-time, $3 billion CalSTRS payment that would reduce the community college districts' share of the unfunded liability for faculty pensions. In addition, the Governor proposes to pay $350 million in each of the next two years to reduce districts' statutory employer contributions for 2019-20 and 2020-21. We are in strong support of this approach and the recognition that increasing pension costs restrict districts' capacity to provide services intended for student success.

Thank you for your considered support of community colleges, and we appreciate your consideration of these budget priorities.

Sincerely,

Dr. Dianne G. Van Hook					Mr. Mike Berger
Chancellor						President, Board of Trustees

Ms. Wendy Brill-Wynkoop				Dr. Rebecca Eikey
President, COC Faculty Association			President, COC Academic Senate

Mr. Dan Portillo					Mr. Justin Hunt
President, COC American Federation			President, COC Classified Senate
of Teachers, Local 6262

Ms. Sarah Farnell
Student Trustee

THE COLLEGE OF THE CANYONS ACADEMIC SENATE

RESOLUTION IN SUPPORT OF CLIMATE CHANGE MITIGATION AND ENVIRONMENTAL SUSTAINABILITY

WHEREAS, The global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, institutions and students, faculty, employees, elected officials, and community members can positively impact sustainability and climate change; and

WHEREAS, Children and young adults represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and

WHEREAS, Climate change mitigation, adaptation, and resilience are in keeping with College of the Canyons' Strategic Goals of leadership, maintaining and improving physical resources, financial stability, and innovation, and its commitment to the mission of developing global responsibility; and

WHEREAS, The College of the Canyons Academic Senate commends the college's efforts to implement energy-efficient and sustainable practices beyond mandatory code or regulatory minimums such as the adoption of the green-based Biodiversity Initiative, implementation of water refill stations, installation of energy efficient lights with movement sensors, fume hood controls, vehicle charging stations, cogeneration plants and future plans to install fuel cells for electricity generation;

RESOLVED, The College of the Canyons Academic Senate encourages expansion of these efforts and to further reduce the college's impact on climate change by transitioning to climate-friendly food services, eliminating single-use plastics, and reducing the use of paper and increasing the use of recycled paper products; and

RESOLVED, That the College of the Canyons Academic Senate encourages the Board of Trustees to continue to support environmental sustainability and consider additional measures to mitigate climate change at College of the Canyons and to demonstrate that support with a written resolution.

Academic Program Mapping
April 26th notes

Notes provided by Julie Hovden (Counselor)

Thoughts, concerns, and considerations

—Department faculty want to make sure they are accurate with the GE courses and graduation requirements

—Concern about persistence with an ADT
   —One department doesn't necessarily like how some of the major choice options for their degree, some of which are out of the major's discipline
   —An explanation about how the Transfer Model Curriculum (TMC) works, which specifies how the ADTs need to look
   —were created with the Cal State system

—Concern about local AA/AS degree vs. ADT

—How many electives to specify?

ADTs are now also being approved by a number of private colleges, historically black colleges, and many of the UCs are working on creating approved pathways that they will accept. Stay tuned regarding the UCs

—Consideration of local transfer destinations —CSUN, CSUCI, CSULA

There is a Degree with a Guarantee website that lists all of the ADT degrees that if a student earns, the specific CSUs will recognize and only require 60 more transfer units

On the pathway sheets, it's important that we list resources:
   —Degree with a Guarantee website
   —Talk with a Counselor
   —Disclaimer Note — may not meet transfer requirements by only following the specific pathway map
   —impaction information

Concern that the state or our Administrators are going to want to eliminate the local degrees. We as faculty will need to be advocates of what is best for the students

Why are we doing this? This sounds so confusing for students:
   —Pathways help to share the suggested sequence of classes that might be best to take earlier before other classes
   —Faculty are the experts in the field, so their
   —providing more details about with major prep are only offered Fall/Spring/Summer/Winter

—Where we do a disservice is when we narrowly curate the specific GE classes that they should take, when there are not specific GE that are needed
    —Keep the GE listed as which CSU or IGETC Area should be selected from

Guided Pathways, to some faculty, seemed useless since some students know exactly what they want and which colleges they will transfer to, etc. But, then faculty have met students who are lost, so then they see the value for some.
    —We do need to be cautious in how Guided Pathways it's packaged. Guided Pathways will be very helpful for some students, but it won't be needed for everyone.

We need to distinguish what a major requirement is for a major, as well as what is needed for GE requirements

Major Maps can be very helpful since faculty are able to share with their students upon their entrance to COC, classes that work for their major, in case they don't come see a Counselor for a while

This is very student-focused and also helpful for the Department.

Some faculty pulled up their previous major map that was created in the past, and it previously looked clean and easy to follow, but was too specific with naming exact GE

We need to have our justification on why we have chosen to do our pathway as we do.

It's helpful for each Department's faculty to provide their specific recommendations. Include a statement on map such as *"Built by _____ Department"*

You can also do a "Start here" map of 0-15, 16-30, 31-45,

We can't have multiple platforms for our students, MAP, the Bakersfield model, etc. We wish we could have just one.

About 10 years ago, everything began to push for everything to be done online. But this doesn't work. Students want a person to be able to tell them they are one the right track. Perhaps our most self-directed students

Consistency of information will be very important.

Where is IT in all of this conversation?

We need a dedicated IT person involved to help all faculty, so we know what is possible and what is not, so we aren't just spinning our wheels

What Information do we need to consistently provide for the Major Map?
    —Semester I, II, III, etc. OR, rather, listing 0-15 units, 16-30 units, 31-45, 46-60+
    —listing when each major prep class is offered
    —course #s, name, units, GE Area (list when Major class or GE)
    —Disclaimers — don't take too many units in a short term session

—Offerings (F/W/SP/SU)

We need to then have the administrators help us to make the aesthetics look nice

We want to make sure we don't make any map that's too prescriptive for any student, since it varies based on what a student's goal(s) is (are) and where the students' transfer goals are.

APPLIED TECHNOLOGIES
Build and Design

Departments	Certificates
Automotive Technology	Automotive Technology
Architecture and Interior Design	Basic Arithmetic Skills (NC)
Telecommunications & Electronic Systems (Computer Networking)	Building Inspection
Construction Management & Technology	Carpentry Technology
Engineering Technologies (Land Survey, Water Systems Technology)	Computer Networking
Manufacturing Technology	Computer Networking- Network Associate
Welding	Construction Management Technology
	Construction Technology
Degrees	Drafting Architectural
Automotive Technology AS	Drafting Architectural- Computer Aided
Computer Networking AS	Drafting Mechanical
Construction Management Technology AS	Electrical Technology
Drafting- Architectural Technology AS	Interior Decorating Merchandising
Interior Design AS	Interior Design
Land Surveying AS	Interior Design Home Staging
Water Systems Technology AS	Interior Design Set Decorator for TV and Film
Welding Technology AS	Introduction to Residential Building Trade Skills (NC)
	Land Surveying
	Manufacturing Technology – Automated Machining
	Manufacturing Technology CATIA
	Manufacturing Technology Machining/CNC
	Plumbing
	Sustainable Design and Development
	Water Systems Technology
	Welding Technology
	Welding Technology – Robotic Welding Automation
	Welding Technology – Shielded Metal Arc Welding (SMAW)

BUSINESS	
Finance and Manage	
Departments	**Certificate**
Business	Accounting
Computer Applications & Web Technology (CAWT)	Accounting Technician
Culinary Arts/Wine Studies	Business – eCommerce Technology
Economics	Business – eCommerce Business
Hotel & Restaurant Management	Business Entrepreneurship and Small Business Management
Paralegal Studies	Business Finance
Real Estate	Business Human Resources Management
	Business International Trade – Finance
	Business Retail Management
Degree	Business Marketing
Business – Entrepreneurship and Small Business Management AS	CAWT Administrative Assistant
Business – Human Resources Management AS	CAWT Computer Applications
Business Accounting AS	Culinary Arts
Business Accounting Technician AS	Customer Relations **(NC)**
Business Administration AS-T	Digital Office (NC)
CAWT – Computer Applications AS	Hospitality Wine Service
CAWT- Administrative Assistant AS	Management Tool Box **(NC)**
Culinary Arts AA	Medical Office Administrative Assistant
Hotel and Restaurant Management AS	Restaurant Entrepreneur
Hotel Management AS	Web Development
Hospitality Management AS-T	Web Publishing & Design
Paralegal Studies AA	Website Development
Real Estate AS	Wine Studies
Restaurant Management AS	Workplace Essentials **(NC)**

HUMANITIES:	
Explore and Connect	
Departments	**Certificates**
American Sign Language	American Sign Language Interpreting
Cinema	Deaf-Blind Support Service Provider
English	GED Preparation
English as a Second Language	ESL/Beginning Level (NC)
Humanities Program	ESL/Intermediate Level (NC)
Modern Languages	Spanish for Healthcare Workers (NC)
Philosophy	Transfer CSU GE Breath
	Transfer UC IGETC
Degrees	
American Sign Language Interpreting AA	
English AA	
English AA-T	
French AA	
Liberal Arts and Sciences – Humanities	
Philosophy AA	
Philosophy AA-T	
Spanish AA	
Spanish AA-T	

KINESIOLOGY & ATHLETICS	
Move and Play	
Departments	**Certificate**
Kinesiology/Physical Education	Personal Training
Degree	
Kinesiology AA-T	
Physical Education – Kinesiology AA	
Recreation Management AA	
Sports Medicine AS	

SOCIAL & BEHAVIORAL SCIENCES *Analyze and Understand*	
Departments	**Certificate**
Anthropology	Early Childhood Education Infant/Toddler Program
Communication Studies	Early Childhood Education Pre-School Program
Early Childhood Education	Early Childhood Education School Age Program
History	Early Childhood Education Special Education
Political Science and Global Studies	Early Childhood Education Supervision/Administration Children's Programs
Psychology	
Sociology	
Degree	
Anthropology AA-T	
Communication Studies AA	
Communication Studies AA-T	
Early Childhood Education AS-T	
Elementary Teacher Education AA-T	
History AA	
History AA-T	
Global Studies AA-T	
Liberal Arts and Sciences – Social Science AA	
Political Science AS-T	
Psychology AA	
Psychology AA-T	
Social Science AA	
Sociology AA	
Sociology AA-T	

VISUAL AND PERFORMING ARTS	
Create and Express	
Departments	Certificate
Art	Animation – Computer Animation
Dance	Animation Production
Graphic & Multimedia Design	Animation Video Gram Animation
Media Entertainment Arts	Graphic and Multimedia Design Graphic Design
Music	Graphic and Multimedia Design Multimedia
Photography	News Reporting and Anchoring
Theater	Photography Commercial Photography
	Photography Fine Arts
Degree	Technical Theatre
Animation – Computer Animation AA	
Animation Production AA	
Art AA	
Graphic and Multimedia Design - Graphic Design AA	
Graphic and Multimedia Design - Multimedia AA	
Journalism AA-T	
Media Entertainment Arts Filmmaking AA	
Media Entertainment Arts New Media Journalism AA	
Media Entertainment Arts Sound Arts AA	
Music AA-T	
Music Composition AA	
Music Concert Performance AA	
Music Guitar Performance AA	
Music Jazz Performance AA	
Music Voice Performance AA	
Photo Fine Art Photography AA	
Studio Arts AA-T	
Technical Theatre AA	
Theatre AA	
Theatre Arts AA-T	
Theatre Performance	

MATHEMATICS, SCIENCES, & ENGINEERING *Research and Sustain*	
Departments	**Certificates**
Biologic and Environmental Sciences	Basic Arithmetic Skills (NC)
Chemistry	
Computer Science	
Earth and Space Sciences	
Engineering and Physics	
Mathematics	
Degrees	
Biological Sciences AS	
Biology AS-T	
Computer Science AS	
Computer Science AS-T	
Engineering AS	
Geography AA-T	
Geology AA-T	
Environmental Studies AA	
Environmental Studies AA-T	
Liberal Arts and Sciences - Math and Sciences	
Mathematics AS	
Mathematics AS-T	
Physics AS-T	

HEALTH PROFESSIONS & PUBLIC SAFETY
Serve and Protect

Departments	Certificates
Administration of Justice	Administration of Justice
Emergency Medical Technician/Health Sciences	Certified Nursing Assistant
Fire Technology	Emergency Medical Technician EMT
Medical Lab Technologies	Fire Technology Pre-Service
Nursing	
Degrees	
Administration of Justice AS	
Administration of Justice AS-T	
Fire Service Management In-Service AS	
Fire Technology – Pre-Service AS	
Medical Lab Technician AS	
Nursing Career Ladder LVN to RN AS	
Nursing RN AS	
Public Health Science AS-T	

Canyons Extension
Continuing and Community Education

Programs	
Non Credit Career Skills	
Non Credit Citizenship	
Non Credit College Success Skills	
Non Credit English as a Second Language	
Non Credit General Studies	
Non Credit Nursing	
Non Credit Tutoring	
Non Credit Vocational ESL	