



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT AGENDA OF REGULAR MEETING OF THE BOARD OF TRUSTEES

MEETING: Regular Meeting in March 2014

DATE: Tuesday, March 11, 2014, at 5:30 p.m.

PLACE: Board Room at the Anaheim Campus
1830 W. Romneya Drive, Anaheim, CA 92801

Welcome to this meeting of the North Orange County Community College District Board of Trustees. If you wish to address the Board, please complete a yellow card entitled "Request to Address Board of Trustees" and submit it to the Board's Recording Secretary. These cards are available at the podium outside the Board Room.

Members of the public may address the Board regarding items on the agenda as these items are taken up by the Board, according to rules of the Board. Members of the public wishing to address matters not on the agenda will be invited to do so under "Comments: Members of the Audience" at the beginning of the meeting.

AGENDA:

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience** Members of the public may address the Board regarding items on the Agenda as such items are taken up, subject to regulations of the Board. All Board meetings, excluding closed sessions, shall be electronically recorded.
- d. **Consider Non-Personnel block-vote items indicated by [] in Sections 3 and 4**
- e. **Consider Personnel block-vote items indicated by [] in Section 5**

Agenda items designated as block-vote items with [] are considered by the Board of Trustees to either be routine or sufficiently supported by back-up information so that additional discussion is not required. Therefore, there will be no separate discussion on these items before the Board votes on them. Block vote items will be enacted by one motion.

An exception to this procedure may occur if a Board member requests a specific item be removed from block-vote consideration for separate discussion and a separate vote. Members of the public completing a card entitled, "Request to Address Board of Trustees" on an item removed from block-vote consideration will be heard prior to the Board's vote on that item.

Public records related to the public session agenda, that are distributed to the Board of Trustees less than 72 hours before a regular meeting, may be inspected by the public at the Chancellor's Office, 1830 W. Romneya Drive, Anaheim, CA 92801, during regular business hours (8:00 a.m. to 5:00 p.m.).

- f. **Reports:**

Chancellor

- * **Commendations**

- * **Fullerton College Academic Student Support Services: Student Success and Bridging the Achievement Gap**
By: Olivia Veloz, Director, Academic Support Programs & Services

g.. **Comments:**
College Presidents/Provost
Resource Table Personnel
Members of the Board of Trustees

2. a. **Approval of Minutes of the Regular Meeting of February 25, 2014.**

b. **CLOSED SESSION: Per the following sections of the Government Code:**

Per Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR IRMA RAMOS, VICE CHANCELLOR, HUMAN RESOURCES: Employee Organizations: United Faculty/CCA/CTA/NEA, Adjunct Faculty United Local 6106, CSEA Chapter #167, and Unrepresented Employees

Per Section 55957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.

Per Section 54957: PUBLIC EMPLOYEE PERFORMANCE EVALUATION: CHANCELLOR.

3. **FINANCE AND FACILITIES**

[a] It is recommended that the Board ratify purchase orders and checks. **(The Purchase Orders and Checks are available for review in the District's Business Office.)**

[b] Authorization is requested for the 2013-2014 General Fund budget transfers and adoption of the resolution showing the summary, pursuant to the California Code of Regulations, Title 5, §58307. **(The Resolution is available for review in the District's Business Office.)**

[c] Authorization is requested to make adjustments to General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2013-2014 allocations. It is further requested that a resolution be adopted to adjust budgets and authorize expenditures within the General Fund pursuant to the California Code of Regulations Title 5, Section 58308. **(The Resolution is available for review in the District's Business Office.)**

[d] Authorization is requested to file the Notice of Completion for Bid #2013-12, Renovation of Areas 2-7 & Parking Lot 5 at Fullerton College, with Century Paving, Inc. and pay the final retention payment when due.

- [e] Authorization is requested to award Bid #2014-03, Lighting Retrofit Kits for Cypress College, to E. Sam Jones Distributor, Inc. as the lowest responsive and responsible bidder.
- [f] It is recommended that the Board approve Deductive Change Order #1 for Bid #2013-03, Equipment Move & Anchorage Fullerton College Technology & Engineering Complex, with Lacy Construction.
- [g] It is recommended that the Board adopt Resolution No. 13/14-14 for the Approval of Change Order as an Amendment to the Existing Contract with Gilbert & Stearns for PW 1011-003, Fullerton College Technology & Engineering Complex Project, and approve the award of additional work without competitively bidding such work. **(The Resolution is available for review in the District's Business Office.)**
- [h] It is recommended that the Board adopt Resolution No. 13/14-15 for the Approval of Change Order as an Amendment to the Existing Contract with Precision Concrete Construction, Inc. for PW 1011-003, Fullerton College Technology & Engineering Complex Project, and approve the award of additional work without competitively bidding such work. **(The Resolution is available for review in the District's Business Office.)**
- [i] It is recommended that the Board ratify the current change orders for the public works projects listed per the Change Order Request.
- [j] Authorization is requested to enter into a contract with Blackboard Learn for managed hosting services for a three-year period.

4. **INSTRUCTIONAL RESOURCES**

- [a] Authorization is requested for the Fullerton College summary of curriculum changes, to be effective fall 2014.
- [b] Authorization is requested for the Cypress College summary of curriculum deactivations, additions, and revisions, effective fall 2013 and fall 2014.

5. **HUMAN RESOURCES**

- [a] Request approval of the following items concerning academic personnel:

- Retirement
- Management Professional Growth and Development
- Additional Duty Days @ Per Diem
- Leaves of Absence
- Temporary Academic Hourly

[b] Request approval of the following items concerning classified personnel:

Retirement
Resignations
New Personnel
Leaves of Absence

[c] Request approval of Professional Experts.

[d] Request approval of short-term, tutors, interpreters and readers, professional medical employees, work-study/work experience, full-time students, and substitute (hourly) personnel.

[e] Request approval of Volunteers.

6. **GENERAL**

a. It is recommended that the Board accept the revised Fullerton College Accreditation Midterm Report.

b. It is recommended that the Board adopt Resolution No. 13/14-13, Trustee Absence, verifying that Trustee Molly McClanahan was absent on February 11 and February 25, 2014, due to hardship and therefore, eligible to receive compensation for the Regular Board meetings held on those dates.

It is the intention of the North Orange County Community College District to comply with the Americans with Disabilities Acts (ADA) in all respects. If, as an attendee or a participant at this meeting, you will need special assistance, the North Orange County Community College District will attempt to accommodate you in every reasonable manner. Please contact Violet Ayon, Recording Secretary of the Board, (714) 808-4797, at least 48 hours prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X _____
		Resolution	_____ _____
DATE:	March 11, 2014	Information	_____ _____
		Enclosure(s)	X _____
SUBJECT:	Ratification of Purchase Orders and Checks		

BACKGROUND: Pursuant to the Purchasing Policy for the North Orange County Community College District, a summary of purchase orders and checks shall be submitted to the Board of Trustees for ratification at the first meeting of the Board following the issuance or prior to issuance where required.

The purchase order numbers P0093991 - P0093758, check numbers C0040062 - C0040186; F0173797 - F0174848; Q0003380 - Q0003450; 88424167 - 88425076; V0031203 - V0031208; disbursements E8522596 - E8527799; and amended purchase orders have been processed since the previous Board meeting. Checks beginning with "C" are from the Cypress College Bursar's office; checks beginning with "F" are Fullerton College Bursar; checks beginning with "Q" are SCE Bursar; checks beginning with "88" are District checks through the County Department of Education; checks beginning with "V" are District revolving checks; checks beginning with "7" are Cypress College Bursar's Office Student Refund Checks; and disbursements beginning with "E" are financial aid payments made electronically via the Higher One disbursement process. These purchase orders and checks can be reviewed in the District's Business Office. All purchase orders and checks have been processed in accordance with the Plan of Implementation as approved by the Board pursuant to the concept of fiscal accountability.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Actual costs will be charged to applicable funds as goods and/or services are received.

RECOMMENDATION: It is recommended that the Board ratify purchase order numbers P0093991 - P0093758 through February 19, 2014, totaling \$615,870.48, and check numbers C0040062 - C0040186, totaling \$54,457.27; check numbers F0173797 - F0174848, totaling \$923,277.06; check numbers Q0003380 - Q0003450, totaling \$12,001.95; check numbers 88424167 - 88425076, totaling \$4,028,100.07; check numbers V0031203 - V0031208, totaling \$5,774.57; and disbursements E8522596 - E8527799, totaling \$4,934,878.53, through February 28, 2014.

Fred Williams

Recommended by

Approved for Submittal

3.a

Item No.

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093391	Amazon com	239.05		CC	Science Lab Supplies
P0093415	Sodexo Inc and Affiliates	121.60		FC	Catering
P0093416	Office Depot	2,000.00		FC	Blanket Order for Office Supplies
P0093417	M & E Interpreting	120,000.00		FC	Interpreting Services; B/A 12/10/13
P0093421	Sign-A-Rama	806.78		AC	Sign Installation
P0093424	Thermal Combustion Innovators Inc	5,000.00		CC	Blanket Order for Waste Removal
P0093425	Utrecht Manufacturing Corp	176.90		FC	Art Supplies
P0093426	CDW Government Inc	185.96		AC	Software
P0093428	Case & Sons Construction Inc	720.00		AC	Whiteboard Installation
P0093429	Amazon com	172.82		CC	Computer Supplies
P0093431	Tyler Service Solutions, Inc	11,260.78		CC	Annual Inspection for Auto Collision
P0093432	Cummins Cal Pacific LLC	1,000.00		CC	Blanket Order for Generator Repairs
P0093433	Transportation Charter Services Inc	13,940.20		FC	Transportation Fees
P0093434	WB Construction	8,695.00		CC	Relocation of Trophy Cases
P0093435	FileSource Inc.	88.88		CC	Office Supplies
P0093436	Apple Computer Inc	4,145.76		SCE	Computer Supplies
P0093437	AT&T Data Comm	1,499.74		FC	Telephone & Data Circuit Charges
P0093438	Instant Signs & Banners	1,696.00		CC	Banner Installation
P0093440	Pan Pacific Plastics Mfg Inc	1,038.47		CC	Promotional Materials
P0093441	GST	3,289.60		SCE	Computers
P0093452	Powertech Engines Inc	800.00		FC	Blanket Order for Equipment Repairs
P0093453	Office Depot	369.28		CC	Office Supplies
P0093454	Sigma-Aldrich Inc	303.48		CC	Science Lab Supplies
P0093455	Office Depot	500.00		CC	Blanket Order for Office Supplies
P0093456	Ecolab, Inc.	788.62		FC	Laundry Services
P0093457	English Council of California Two Year Colleges	175.00		CC	Membership
P0093458	Brodart Co	1,000.00		CC	Blanket Order for Library Supplies
P0093459	Sargent Welch / VWR	819.39		CC	Science Lab Supplies
P0093461	Design Options, Inc	939.62		FC	Classroom Supplies
P0093462	Quest Diagnostics Inc	2,214.96		FC	Medical Lab Services
P0093463	Art Supply Warehouse	200.00		CC	Blanket Order for Art Supplies
P0093464	Orange County Boule	1,300.00		AC	Annual Membership Dues for Chancellor's Office

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093465	Southland Medical	156.20		CC	Embalming Lab Supplies
P0093466	Bone Clones Inc	624.24		CC	Social Science Lab Supplies
P0093467	The Chronicle of Higher Education Inc	87.00		AC	Subscription
P0093468	West Orange County Regional Chamber	308.00		FC	Membership
P0093469	Sodexo Inc and Affiliates	151.46		FC	Catering for FC Humanities Office
P0093471	Sodexo Inc and Affiliates	82.07		FC	Catering for FC Humanities Office
P0093472	Sodexo Inc and Affiliates	119.86		FC	Catering for FC Humanities Office
P0093475	Twenty Six LLC	25.00		FC	Subscription
P0093476	CDW Government Inc	34,964.48		FC	Computers
P0093677	Office Depot	300.00		CC	Blanket Order for Office Supplies
P0093478	Office Depot	5,000.00		CC	Blanket Order for Office Supplies
P0093479	Graphic Chemical & Ink Co	200.00		CC	Blanket Order for Classroom Supplies
P0093480	Dick Blick Co	110.00		CC	Blanket Order for Classroom Supplies
P0093482	Amazon com	189.08		CC	Science Lab Supplies
P0093484	KT Health LLC	105.29		FC	Health Services Supplies
P0093486	Safe Hearing America Inc	1,800.00		AC	Blanket Order for Hearing Test
P0093487	Marx Bros Fire Extinguisher Co Inc	1,950.00		AC	Blanket Order for Fire Extinguisher Training
P0093488	Sports Facilities Group Inc	1,500.00		CC	Blanket Order for Athletic Equipment Repairs
P0093489	Strata Information Group	960.00		CC	Consultant Services for Financial Aid Banner
P0093491	SouthWest Paper Direct	3,567.07		AC	Production Paper Supplies
P0093492	JE Halliday Sales Inc	57.87		AC	Repair Parts
P0093498	Centurion Technologies Inc	1,884.00		SCE	Software Licenses
P0093499	GST	274.69		CC	Printer Supplies
P0093500	Cynmar Corporation	335.22		CC	Chemistry Lab Supplies
P0093501	Society for Human Resource Management	185.00		AC	Professional Membership
P0093502	Celebrations ! Party Rentals	343.00		AC	Party Rentals
P0093503	ACCCA	157.81		AC	Professional Membership
P0093504	Midwest Medical Supply Co LLC	2,649.08		CC	Skills Lab Supplies
P0093505	South Bay Document Destruction	777.60		AC	Document Destruction
P0093506	Amazon com	237.47		FC	Instructional Art Supplies
P0093507	Western Regional Honors Council	75.00		FC	Membership
P0093508	Sodexo Inc and Affiliates	387.61		FC	Catering for FC International Student Program

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093509	Wards Natural Science Est LLC	126.91		FC	Science Lab Supplies
P0093514	Cone Instruments LLC	445.99		CC	Medical Sonography Lab Supplies
P0093515	Angelus Pacific Co	6,385.26		FC	Student Parking Permits
P0093516	Office Depot	1,000.00		FC	Blanket Order for Office Supplies
P0093517	Buddy's All Stars, Inc.	152.56		FC	Athletic Supplies
P0093522	Micro Essential Laboratory Inc	212.42		CC	Chemistry Lab Supplies
P0093523	International Graphics Solutions Inc	435.00		AC	Printing Equipment Repair
P0093524	Amazon com	328.46		CC	Science Lab Supplies
P0093525	CDW Government Inc	1,651.58		AC	Computer Equipment
P0093526	Bourret's Glass & Screen Co	6,559.21		CC	Glass Installation for Gym II 2nd Floor Project
P0093528	University of California	440.59		AC	HR Pamphlets
P0093529	Orange County Fire Authority	1,850.00		CC	False Alarm Fees
P0093530	Glasby Maintenance Supply Co.	771.44		AC	Custodial Supplies
P0093531	Hearts First CPR	1,500.00		SCE	First Aid Class
P0093532	DB Mechanical Inc	4,995.00		CC	Electrical Services
P0093533	Buddy's All Stars, Inc.	1,835.64		FC	PE Uniforms
P0093534	West-Lite Supply Co Inc	2,705.57		FC	Lighting Supplies
P0093535	Buckeye International Inc	1,109.27		FC	Custodial Supplies
P0093536	Eastbay	107.98		FC	PE Supplies
P0093537	Office Depot	400.00		CC	Blanket Order for Office Supplies
P0093538	Gale Supply Co	10,000.00		FC	Blanket Order for Custodial Supplies
P0093539	Waxie Sanitary Supply Inc	5,000.00		FC	Blanket Order for Custodial Supplies
P0093540	Plum-Widner, Alix	786.54		FC	Reimbursement
P0093541	McMurray Stern Inc	156.00		CC	Equipment Repair
P0093542	Daily Journal Corp	810.00		FC	Subscription
P0093543	National Association of Legal Assistants	35.00		FC	Subscription
P0093544	Paralegal Today	28.00		FC	Subscription
P0093545	Whittier Fertilizer Company	291.60		AC	Landscaping Supplies
P0093546	Home Depot	73.44		FC	PE Supplies
P0093547	Cynmar Corporation	116.99		CC	Science Lab Supplies
P0093548	California Pro Sports	1,015.15		CC	PE Baseball Equipment
P0093549	Koury Engineering & Testing Inc	500.00		FC	Inspection Service for 200 Bldg Servery Retrofit

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093550	B & H Photo Video Inc	114.02		FC	Photography Supplies
P0093551	Digital Networks Group Inc	335.00		AC	Board Room Audio Repairs
P0093552	Insight Investments LLC	215.22		CC	Computer Supplies
P0093553	Chariot Software Group	250.00		FC	Software Renewal
P0093554	Chariot Software Group	375.00		FC	Software Renewal
P0093555	CDW Government Inc	507.67		FC	Office Supplies
P0093556	Toshiba America Information Systems Inc	1,500.00		SCE	Maintenance Agreement for Copiers
P0093557	Fullerton Chamber of Commerce	490.00		AC	Membership
P0093558	CA Community College Mental Health and Wellness Assoc	250.00		FC	Membership
P0093567	Institute for Democratic Education and Culture	8,500.00		AC	Guest Speaker for Staff Development
P0093569	Island Advertising Specialties	1,077.33		FC	Marketing Supplies
P0093571	Hardy Diagnostics	150.22		CC	Science Lab Supplies
P0093572	Sargent Welch / VWR	970.61		CC	Science Lab Supplies
P0093573	Office Depot	1,000.00		SCE	Blanket Order for Office Supplies
P0093574	Securtec District Patrol Inc	4,000.00		AC	Blanket Order for Emergency Security Patrol Services
P0093575	Art Supply Warehouse	400.00		CC	Blanket Order for Classroom Supplies
P0093576	Jobelephant.com Inc	25,000.00		AC	Blanket Order for Employment Advertisement
P0093577	YBH Restaurants	1,750.00		AC	Blanket Order for Refreshments
O0093578	Office Depot	250.00		CC	Blanket Order for Office Supplies
P0093579	Garden Grove Unified School District	50.00		CC	Advertising
P0093583	Amazon.com	80.73		CC	Science Lab Supplies
P0093584	Headsets.com	1,259.07		AC	Office Supplies
P0093585	Carolina Biological Supply Co	66.54		CC	Science Lab Supplies
P0093586	Sigma-Aldrich Inc	986.87		CC	Science Lab Supplies
P0093587	Printing Industries Association Inc	1,000.00		SCE	Sponsorship 2014 Graphics Night
P0093588	Tomark Sports	440.02		FC	Sports Equipment
P0093589	AEDSuperstore.com	374.77		CC	First Aid Supplies
P0093590	Toshiba America Information Systems Inc	1,000.00		SCE	Maintenance Agreement for Copier
P0093591	International Security Products	5,137.29		CC	Transcript Paper
P0093592	Office Depot	778.67		CC	Office Supplies
P0093593	Airgas-West Inc	39.72		CC	Science Lab Supplies
P0093594	Postmaster - Cypress	392.00		CC	Postage

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093595	Sodexo Inc and Affiliates	217.89		FC	Catering - Math Division Meeting
P0093596	NJP Sports Inc	800.00		CC	Tennis Court Net Repairs
P0093597	Cotter, Sandra	1,144.97		AC	Reimbursement for Hospitality Costs at Registry Job Fair
P0093598	Lincoln Equipment Inc	781.01		FC	PE Supplies
P0093599	YBH Restaurants	874.80		CC	Catering
P0093600	Shield Industries Inc	118.51		CC	Carpet Cleaner
P0093601	Computerland of Silicon Valley	1,233.06		SCE	Computer and Accessories
P0093602	Scantron Corporation	155.69		FC	Test Supplies
P0093603	Dahlquist, Sally	572.80		FC	Air Fare Reimbursement for Site Visit for Paralegal Program
P0093604	Studica, Inc	20.00		FC	Subscription
P0093605	Hillyard	10,884.84		CC	Floor Mats
P0093608	Holiday Inn Express	1,505.28		CC	Hotel Fees for Puente Program Campus Tour
P0093609	GST	2,737.81		CC	Office Equipment
P0093610	Woelke, Deborah	841.50		FC	Reimbursement for Hotel Lodging for Golf Tournament
P0093611	Woodland Hills Camera and Telescope	1,402.59		CC	Physics Lab Supplies
P0093612	Amazon com	174.10		CC	Science Lab Supplies
P0093614	Woelke, Deborah	860.00		FC	Reimbursement for State Golf Tournament Entry Fee
P0093615	Westberg - White Inc	36,400.00		CC	Architectural Services for Auto Body Mixing Lab; B/A 1/28/14
P0093616	California Community College Student Affairs Assoc	75.00		FC	Membership
P0093617	Statewide California Electronic Library Consortium Inc	10.50		FC	Library Consortium Fees
P0093618	Sasco Electric	7,561.93	Capital Outlay	CC	Electrical Installation for Fine Arts Bldg.
P0093620	English Council of California Two Year Colleges	175.00		FC	Membership
P0093621	CN School and Office Solutions Inc	483.95		FC	Office Supplies
P0093623	Waterline Technologies Inc	48.13		CC	Pool Supplies
P0093624	Plum-Widner, Alix	473.50		FC	Reimbursement for Meals for Football State Championship
P0093625	Brea Signs & Graphics Inc	234.81		FC	Banner Signs
P0093626	Knorr Systems Inc	4,476.00		CC	Pool Heater Repairs
P0093628	Martin Professional Inc	1,500.00		CC	Blanket Order for Lighting Repairs
P0093629	GST	113.54		CC	Computer Supplies
P0093630	Lyon Supply Co	800.00		CC	Blanket Order for Classroom Supplies
P0093631	Art Supply Warehouse	800.00		CC	Blanket Order for Classroom Supplies
P0093632	Aardvark Clay & Supplies Inc	1,500.00		CC	Blanket Order for Classroom Supplies

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093634	Office Depot	1,000.00		FC	Blanker Order for Office Supplies
P0093636	Tenaya Press	3,189.32		SCE	Text Books
P0093638	Alexander, John D	336.84		FC	Reimbursement for Classroom Supplies
P0093639	Office Depot	4,047.93		CC	Office Supplies
P0093640	Office Depot	971.69		CC	Office Supplies
P0093641	Kishimoto, Elwin	80.00		FC	Equipment Repairs
P0093642	Dick Blick Co	695.94		FC	Child Development Supplies
P0093643	GST	938.53		FC	Computer
P0093644	Thawte USA	495.00		SCE	Software Renewal
P0093645	Snap-on Business Solutions	237.04		CC	Instructional Supplies
P0093646	Velocity Tech Solutions Inc	164.35		SCE	Computer Supplies
P0093647	Fisher Scientific Co LLC	962.97		FC	Instructional Supplies
P0093648	Apple Computer Inc	21,041.36		FC	Computer Equipment
P0093650	Placentia Yorba Linda USD	150.50		FC	Transportation - College Prep EOPS
P0093651	Senate Publications & Flags	224.65		CC	Flags
P0093652	KT Industries Inc	14,000.00		CC	Electrical Repairs
P0093670	Gainer, Karene	2,966.56		CC	Blanket Order for Child Care
P0093672	Dell Marketing LP	8,262.00		CC	Computers
P0093673	VR Mason	4,809.33		AC	Hand-Painted Signs
P0093674	VR Mason	3,301.06		AC	Drywall Repairs
P0093675	Sargent Welch / VWR	244.58		CC	Physics Lab Supplies
P0093683	Best Buy Co Inc	643.25		AC	Computer Tablet
P0093684	Island Advertising Specialties	1,095.50		FC	Graduation Supplies
P0093685	Camayak LTD	1,300.00		FC	Annual Subscription for Journalism Dept.
P0093686	Amazon com	174.86		SCE	Office Supplies
P0093687	Amazon com	360.66		FC	Instructional Media
P0093688	State of California	170.00		FC	Reference Books for Administration of Justice
P0093689	RefPay.com	10,000.00		FC	Payment for Team Officials
P0093691	Kindercare	3,127.04		CC	Blanket Order for CalWORKs Child Care
P0093692	Transportation Charter Services Inc	4,500.00		CC	Transportation Services
P0093693	Foster, Marcia	1,035.36		FC	Reimbursement for Laptop
P0093695	GIM Place Preschool	4,650.00		CC	Blanket Order for CalWORKs Child Care

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093696	Galaxy Int'l Connections Inc	31.62		CC	International Flags
P0093697	Postmaster - Cypress	1,078.00		CC	Postage
P0093698	Diversified Business Services	2,460.63		FC	EOPS Promotional Materials
P0093699	Pearson Education Inc	628.35		FC	Text Books
P0093700	Office Depot	800.00		CC	Blanket Order for Office Supplies
P0093701	Snap-on Business Solutions	4,000.00		CC	Blanket Order for Automotive Supplies
P0093702	Matco Tools	2,500.00		CC	Blanket Order for Automotive Supplies
P0093703	O'Reilly	1,200.00		CC	Blanket Order for Automotive Supplies
P0093704	Office Depot	500.00		FC	Blanket Order for Office Supplies
P0093705	Office Depot	2,000.00		CC	Blanket Order for Office Supplies
P0093706	Sasco Electric	2,000.00	Capital Outlay	CC	Blanket Order for Data Cabling Service
P0093707	Gale Supply Co	4,971.78		AC	Paper Towels
P0093708	Office Depot	1,000.00		CC	Blanket Order for Office Supplies
P0093709	American Work Apparel	162.47		CC	TRAC Student Uniforms
P0093711	Case & Sons Construction Inc	4,375.00		AC	Storage Container Removal
P0093712	Oscilloscope Pictures Inc	349.80		FC	Instructional Media
P0093713	John Wiley & Sons Inc	184.00		CC	Subscription
P0093714	Spicers Paper Inc	8,955.60		AC	Colored Paper Supplies for Warehouse Stock Items
P0093727	3 Day Blinds Corporation	1,336.61		FC	Window Blinds
P0093733	Scrip-safe Security Products Inc	300.00		FC	Maintenance Agreement
P0093734	Sodexo Inc and Affiliates	746.28		FC	Catering - EOPS College Prep Event
P0093735	The Oak Co	630.00		FC	Typesetting 2013-2014 Catalog
P0093736	School Datebooks Inc	4,184.67		FC	EOPS Student Supplies
P0093737	Scantron Corporation	3,000.00		FC	Blanket Order for Classroom Supplies
P0093738	US Bank	825.00		AC	Administration Fees related to 2002 GO Bonds
P0093739	Case & Sons Construction Inc	1,420.00		AC	Concrete Repairs
P0093741	Lee, Matthew	19,800.00		CC	Facilitator Services for Strategic Planning Colloquium
P0093742	ActivityConnection.com	143.40		SCE	Subscription
P0093748	Tennis Warehouse	443.25		FC	Tennis Uniforms
P0093749	Cameron Welding Supply	500.00		CC	Blanket Order for Automotive Supplies
P0093750	CN School and Office Solutions Inc	4,494.53		CC	Classroom Computer Supplies
P0093751	Saloncentric Inc	3,000.00		FC	Blanket Order for Cosmetology Supplies

BOARD RECAP
FOR THE PERIOD JANUARY 30, 2014, THROUGH FEBRUARY 19, 2014
BOARD MEETING 3/11/2014

PO	VENDOR NAME	AMOUNT	FUND	SITE	DESCRIPTION
P0093752	ProClean of Arizona Inc	750.00		CC	Blanket Order for Custodial Supplies
P0093753	Freestyle Camera	3,353.62		CC	Classroom Supplies
P0093754	Intermountain Lock & Security Supply	600.00		FC	Blanket Order for Lock Supplies
P0093755	Office Depot	900.00		CC	Blanket Order for Office Supplies
P0093756	Carolina Biological Supply Co	400.00		CC	Blanket Order for Laboratory Supplies
P0093757	Wards Natural Science Est LLC	400.00		CC	Blanket Order for Laboratory Supplies
P0093758	Knorr Systems Inc	1,674.00		CC	Physical Plant Equipment

615,870.48

Approved by: _____
Fred Williams, Vice Chancellor

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: 2013-2014 Budget Transfers: General Fund

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: While all areas attempt to project their expenditures accurately, situations occur which require transfers to be made. Many times an amount is budgeted for a project but the specific areas of expenditures are not determined until a later date. In this case, the funds are then transferred to the specific accounts.

The attached transfers have been requested and only represent those that affect a contingency account, exceed \$10,000, and/or establish new revenue and expense budgets. In each case, a brief explanation is stated. Additional information will be provided upon request. Pursuant to the California Code of Regulations Title 5, §58307, transfers of funds may be made from reserve for contingencies to any expenditure classification or between expenditure classifications at any time by written resolution of the Board of Trustees. In addition, a resolution providing for the transfer from reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board of Trustees. This agenda item was submitted by Rodrigo Garcia, District Director, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6250, Budget Management.

FUNDING SOURCE AND FINANCIAL IMPACT: Budget transfers will be made to the various funds and accounts, as listed.

RECOMMENDATION: Authorization is requested for the 2013-2014 General Fund budget transfers netting to the amount of \$946,728 and adoption of the resolutions showing the summary, pursuant to the California Code of Regulations, Title 5, §58307.

Fred Williams

Recommended by

Approved for Submittal

3.b.1

Item No.

Budget Transfers
03-11-14

1.	From:	16030-3305-40000-6190	CC	CC Title V – Supplies and Materials	661,870
	To:	16030-3305-12800-6190	CC	CC Title V – Reassigned Time - Noninstructional Salaries	90,000
		16030-3305-133xx-4900	CC	CC Title V – Extended Day Instructors Salaries	137,000
		16030-3305-14200-6190	CC	CC Title V - Noninstructional Hourly Counselor Salaries	30,000
		16030-3305-21110-6xxx	CC	CC Title V – Classified Monthly Salaries	30,000
		16030-3305-22100-6110	CC	CC Title V – Direct Instruction, Aides	22,000
		16030-3305-23xxx-6190	CC	CC Title V – Noninstructional Salaries	86,000
		16030-3305-24100-4900	CC	CC Title V – Hourly Instructional Aide Salaries/Direct Instruction	85,000
		16030-3305-30000-xxxx	CC	CC Title V – H&W Benefits	82,000
		16030-3305-5xxxx-6190	CC	CC Title V – Other Operating Expenses	30,000
		16030-3305-74000-6190	CC	CC Title V – Other Transfers	69,870
		Transfer to re-allocate budgets to appropriate accounts.			
2.	From:	17373-9320-21xxx-6840	SCE	SCE REBRAC – Noninstructional Salaries	12,746
		17373-9320-34100-6840	SCE	SCE REBRAC – H&W Current Employees	3,365
	To:	17373-9320-23xxx-6840	SCE	SCE REBRAC – Noninstructional Salaries	14,848
		17373-9320-44xxx-6840	SCE	SCE REBRAC – Noninstructional Supplies	876
		17373-9320-52xxx-6840	SCE	SCE REBRAC – Other Operating Expenses	387
		Transfer to re-allocate budgets to appropriate accounts.			
3.	From:	18245-2770-21110-6010	CC	CC CTE Workforce Innovation Partnership – Classified Monthly Salaries	2,036
		18245-2770-43000-0900	CC	CC CTE Workforce Innovation Partnership – Instructional Supplies & Materials	22,828
		18245-2770-64110-6840	CC	CC CTE Workforce Innovation Partnership – Equipment	524
	To:	18245-2770-23400-6840	CC	CC CTE Workforce Innovation Partnership – Noninstructional Hourly Professional	24,011
		18245-2770-3xxxx-6010	CC	CC CTE Workforce Innovation Partnership – H&W Benefits	1,377
		Transfer to cover the salaries and benefits of professional expert to support administrative duties for the Advanced Transportation Department.			
4.	From:	11100-1405-79430-6730	AC	Prior Year Fund – Other Reserve for Contingencies	20,000
	To:	11100-1415-51900-6730	AC	Prior Year Fund – Personal & Consultant Services	20,000
		Transfer to cover costs of consulting services in the recruitment of a Vice Chancellor of Educational Services and Technology during the current fiscal year.			
5.	From:	11100-1315-79300-6600	AC	Prior Year Fund – Budget Center	25,000
	To:	11100-6500-50000-6710	FC	Prior Year Fund – Other Operating Expenses	25,000
		Transfer a contribution for Fullerton College Futures conference.			

Budget Transfers
03-11-14

6.	From:	11200-6120-24100-4900	FC	Current Year Fund – Hourly Instructional Aide Salaries/Direct Instruction	20,000
	To:	11200-6120-51900-6420	FC	Current Year Fund – Personal & Consultant Services	20,000
		Transfer to cover the expenses of required interpreting services for students who are deaf and/or hard of hearing.			
7.	From:	18154-9xxx-23xxx-6xxx	SCE	Basic Skills - 13/14 – Noninstructional Salaries	33,400
		18154-xxxx-4xxxx-xxxx	SCE	Basic Skills - 13/14 – Supplies and Materials	70,234
		18154-8485-64320-6010	SCE	Basic Skills - 13/14 – Computer Equipment	14,318
	To:	18154-9765-13xxx-4900	SCE	Basic Skills - 13/14 – Instructional Salaries, Other	2,150
		18154-8910-14200-6420	SCE	Basic Skills - 13/14 – Noninstructional Hourly Counselor Salaries	16,169
		18154-9750-24100-4900	SCE	Basic Skills - 13/14 – Hourly Instructional Aide Salaries/Direct Instruction	91,110
		18154-xxxx-30000-xxxx	SCE	Basic Skills - 13/14 – H&W Benefits	8,523
		Transfer to re-allocate budgets to appropriate accounts.			
8.	From:	18265-2770-40000-6840	CC	CC CTE Workforce Innovation Partnership – Supplies and Materials	56,820
		18265-2770-50000-6840	CC	CC CTE Workforce Innovation Partnership – Other Operating Expenses	36,595
	To:	18265-2770-23400-6840	CC	CC CTE Workforce Innovation Partnership – Noninstructional Hourly Professional	74,000
		18265-2770-30000-6010	CC	CC CTE Workforce Innovation Partnership – H&W Benefits	8,500
		18265-2770-64xxx-6840	CC	CC CTE Workforce Innovation Partnership – Equipment	10,915
		Transfer to re-allocate budgets to appropriate accounts.			
9.	From:	11200-7425-52210-6510	FC	Current Year Fund – Building Repairs	10,000
	To:	11200-7425-44110-6510	FC	Current Year Fund – Noninstructional Supplies	10,000
		Transfer to cover purchase of various department supplies.			
10.	From:	11100-7650-79430-6720	FC	Prior Year Fund – Other Reserve for Contingencies	18,000
	To:	11100-5225-50000-6600	FC	Prior Year Fund – Other Operating Expenses	18,000
		Transfer for Fullerton College football team travel to State Championships.			
11.	From:	11100-1110-79430-6600	AC	Prior Year Fund – Other Reserve for Contingencies	1,750
	To:	11100-1110-52440-6600	AC	Prior Year Fund – Inservice	1,750
		Transfer to cover anticipated expenses for Strategic Conversation # 15 at Cypress College.			

Budget Transfers
03-11-14

12.	From:	18240-5230-5xxxx-6190	FC	FC CTE Workforce Innovation Partnership – Other Operating Expenses	31,004
	To:	18240-5230-60000-6190	FC	FC CTE Workforce Innovation Partnership – Equipment	31,004
				Transfer to purchase various supplies and equipment for the Fullerton College Biotech Program for the students in the area of biotechnology and experienced-based projects.	
13.	From:	11200-1315-79430-6000	AC	Current Year Fund – Other Reserve for Contingencies	40,000
	To:	11200-1340-60000-7100	AC	Current Year Fund – Equipment	40,000
				Transfer to cover various Anaheim Campus repairs and small maintenance projects.	
14.	From:	11200-1340-6xxxx-7100	AC	Current Year Fund – Equipment	28,801
	To:	11200-1340-5xxxx-7100	AC	Current Year Fund – Other Operating Expenses	28,801
				Transfer to re-allocate budgets to appropriate accounts.	
15.	From:	11100-1315-79300-6600	AC	Prior Year Fund – Budget Center	25,000
	To:	11100-1340-51900-6600	AC	Prior Year Fund – Personal & Consultant Services	25,000
				Transfer to cover various Anaheim Campus repairs.	

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: Budget Adjustments

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: Revised 2013-2014 fiscal year allocations have been distributed for various state-funded programs. Based on these revised allocation amounts, adjustments are needed to various General Fund revenue and expenditure budgets that were previously approved in the District Proposed Budget on September 11, 2013.

The programs requiring an adjustment are Basic Skills, Board Financial Assistance Program (BFAP), California Work Opportunities and Responsibilities to Kids (CalWORKs), Disabled Student Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Student Success & Support Program (SSSP), Staff Diversity, and Temporary Assistance for Needy Families (TANF).

This agenda item was submitted by Kashu Vyas, Interim District Manager, Fiscal Affairs.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities; and Direction #5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

How does this relate to Board Policy: This agenda item is submitted in accordance with Board Policy 6250, Budget Management.

FUNDING SOURCE AND FINANCIAL IMPACT: Various programs have received revised 2013-2014 allocations since the adoption of the District Proposed Budget on September 11, 2013. Budget adjustments are being submitted to revise revenue and expenditure budgets accordingly for the 2013-2014 fiscal year.

RECOMMENDATION: Authorization is requested to make adjustments to General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2013-2014 allocations. It is further requested that a resolution be adopted to adjust budgets and authorize expenditures within the General Fund pursuant to the California Code of Regulations Title 5, Section 58308. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or the District Director, Fiscal Affairs, to execute any agreements and related documents and any amendments to modify the agreements on behalf of the District.

SITE	PROJECT NAME	LENGTH OF CONTRACT	TOTAL ADJUSTMENT
AC	California Community College Chancellor's Office Categorical Programs - Revised Allocation Adjustment Staff Diversity	7/1/13 – 6/30/14	\$ 13,260
CC	California Community College Chancellor's Office Categorical Programs - Revised Allocation Adjustment Basic Skills BFAP CalWORKs DSPS EOPS SSSP TANF	7/1/13 – 6/30/14	176,692 44,650 90,547 155,125 124,905 468,511 1,061
FC	California Community College Chancellor's Office Categorical Programs - Revised Allocation Adjustment Basic Skills BFAP CalWORKs DSPS EOPS SSSP TANF	7/1/13 – 6/30/14	(31,426) 5,000 90,539 485,421 201,752 606,603 396
SCE	California Community College Chancellor's Office Categorical Programs - Revised Allocation Adjustment Basic Skills DSPS Non-Credit SSSP	7/1/13 – 6/30/14	77,365 81,952 144,160
GRAND TOTAL – GENERAL FUND			\$ <u>2,736,513</u>

Fred Williams
Recommended by

Approved for Submittal

3.c.2
Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: Notice of Completion for Bid #2013-12,
Renovation of Areas 2-7 & Parking Lot 5 at
Fullerton College

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u> </u>

BACKGROUND: On May 28, 2013, the Board awarded a contract to Century Paving, Inc. for the Renovation of Areas 2-7 and Parking Lot 5 at Fullerton College. The project is now complete. Filing the Notice of Completion is now required. This agenda item was submitted by Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: Once the contract is closed out, the final retention payment will be charged to the Capital Outlay Fund.

RECOMMENDATION: Authorization is requested to file the Notice of Completion for Bid #2013-12, Renovation of Areas 2-7 & Parking Lot 5 at Fullerton College, with Century Paving, Inc. and pay the final retention payment when due. Authorization is further requested for the Vice Chancellor, Finance & Facilities, to sign the Notice of Completion on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.d

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
DATE:	March 11, 2014	Resolution	<u> </u>
		Information	<u> </u>
SUBJECT:	Award Bid #2014-03, Lighting Retrofit Kits For Cypress College	Enclosure(s)	<u>X</u>

BACKGROUND: On February 27, 2014, the District Purchasing Department received three bids for the Lighting Retrofit Kits for Cypress College. The lowest responsive and responsible bidder was E. Sam Jones Distributor, Inc. in the amount of \$610,729.20. Attached is the bid summary.

Pursuant to Public Contract Code 20118 & 20652, E Sam Jones Distributor, Inc. has agreed to allow other school districts, community colleges, district campuses, any public corporation or agency, including any county, city, town or public corporation or agency within the State of California to purchase identical items excluding installation and services at the same price and upon the same terms and conditions of this bid.

The bid prices must stay in effect for one (1) year after award of bid and may be extended upon mutual consent of the District and E. Sam Jones Distributor for two additional one-year periods in accordance with provisions contained in the Education Code, Sections 17596 & 81644. A maximum price increase of 5% per item may be negotiated subject to existing market conditions. In the event of a general price decrease, the District reserves the right to revoke the bid award unless the decrease is passed on to the District.

This agenda item was submitted by Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6330, Purchasing/Warehouse.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for the lighting kits will come from the Prop 39 fund.

RECOMMENDATION: Authorization is requested to award Bid #2014-03, Lighting Retrofit Kits for Cypress College, to E. Sam Jones Distributor, Inc. as the lowest responsive and responsible bidder in the amount of \$610,729.20. The bid will commence on March 12, 2014, with the option to renew for two additional one-year increments.

Authorization is further requested that the Board provide other school districts, community colleges, district campuses, any public corporation or agency, including any county, city, town or public corporation or agency within the State of California the ability to purchase the identical items excluding installation and services at the same price and upon the same terms and conditions of this bid.

Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to issue a purchase order and execute a contract on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.e.2

Item No.

Bid #2014-03
 Lighting Retrofit Kits for Cypress College
 Bid Due: 2/27/2014 @ 2:00 p.m.

ITEM	DESCRIPTION	QUANTITY	E SAM JONES	GRAYBAR	ENERGY REDUCTION SOLUTIONS
1	Claris 30@ 4 Strips LED Retrofit	4400	\$ 334,400.00	\$ 351,824.00	\$ 360,448.00
2	Claris 34W Live Right Series 4 Strips	2400	\$ 219,120.00	\$ 230,280.00	\$ 235,944.00
3	Claris 60W Live Bright Series LED Retrofit	100	\$ 11,970.00	\$ 12,577.00	\$ 12,886.00
	SUB-TOTAL		\$ 565,490.00	\$ 594,681.00	\$ 609,278.00
	TAX 8%		\$ 45,239.20	\$ 47,574.48	\$ 48,742.24
	TOTAL		\$ 610,729.20	\$ 642,255.48	\$ 658,020.24

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

Action	<u> X </u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u> </u>

DATE: March 11, 2014

SUBJECT: Deductive Change Order #1 for Bid #2013-03,
Equipment Move & Anchorage Fullerton
College Technology & Engineering Complex

BACKGROUND: The Board awards contracts for various public works projects. Public Contract Code §20659 requires Board approval for a Change Order to a Public Works Bid. The District has approved the Deductive Change Order #1 provided by Lacy Construction in the amount of \$11,899. The deductive change order is for unused contingency fund. The original contract amount was \$191,147; the revised contract amount is \$179,248. This agenda item was submitted by Jenney Ho, District Director, Purchasing.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The change order totaling \$11,899 will be deducted from the Project Capital Outlay fund.

RECOMMENDATION: It is recommended that the Board approve Deductive Change Order #1 for Bid #2013-03, Equipment Move & Anchorage Fullerton College Technology & Engineering Complex, with Lacy Construction in the amount of \$11,899. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute the contract agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.f

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u>X</u>
		Resolution	<u>X</u>
DATE:	March 11, 2014	Information	<u></u>
		Enclosure(s)	<u>X</u>
SUBJECT:	Change Order for PW 1011-003, Fullerton College Technology & Engineering Complex, with Gilbert & Stearns		

BACKGROUND: The Board awards contracts for various public works projects. Public Contract Code §20659 requires Board approval for a Change Order to a Public Works Bid. Funding is available through different sources such as state-supported programs, District bond proceeds, local funding, etc.

The District and/or campuses, along with the construction managers, recommend changes to the scope of work. Pursuant to Public Contract Code §20659, change orders must not exceed 10% of the original contract amount approved by the Board or \$15,000, whichever is greater. However, occasionally, it is necessary to proceed with changes to the construction scope of work although the costs exceed the change order limitation.

It is recommended that the Board approve additional work provided by Gilbert & Stearns, totaling \$29,219. For additional information, see the Change Order Spreadsheet attached to Item No. 3.i. The majority of the work was for Gilbert & Stearns to add receptacles, light fixtures, and wall sensors at Building 900 Room 901; furnish and install power and data at Rooms 705-A and 735 for the projectors; remove existing conduit and install new conduit and wiring for canopy lights at Building 700; and revise the Electrical Coordination Study due to changes to electrical panels.

The original contract amount was \$3,958,900. The revised contract amount is \$4,505,216. The change order limitation will be exceeded by \$150,426 as calculated below.

Change Order Nos. 1-23	\$ 517,097
Change Order No. 24	<u>29,219</u>
Total Change Orders	\$ 546,316
10% Change Order Limit	<u>(395,890)</u>
Amount Over Limit	<u>\$ 150,426</u>

District staff determined not to bid the additional work covered by this change order because it would be more costly and time-consuming. No additional change orders will be forthcoming. This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning

activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction, and Public Contract Code §20659.

FUNDING SOURCE AND FINANCIAL IMPACT: The change orders totaling \$29,219 will be charged to local bond funds.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 13/14-14 for the Approval of Change Order as an Amendment to the Existing Contract with Gilbert & Stearns for PW 1011-003, Fullerton College Technology & Engineering Complex Project, and approve the award of additional work totaling \$29,219, without competitively bidding such work. Authorization is further requested that the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, execute all agreements and complete all necessary documents for the additional work.

Fred Williams

Recommended by

Approved for Submittal

3.g.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: Change Order for PW 1011-003, Fullerton College Technology & Engineering Complex, with Precision Concrete Construction, Inc. (Precision)

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u></u>
Enclosure(s)	<u>X</u>

BACKGROUND: The Board awards contracts for various public works projects. Public Contract Code §20659 requires Board approval for a Change Order to a Public Works Bid. Funding is available through different sources such as state-supported programs, District bond proceeds, local funding, etc.

The District and/or campuses, along with the construction managers, recommend changes to the scope of work. Pursuant to Public Contract Code §20659, change orders must not exceed 10% of the original contract amount approved by the Board or \$15,000, whichever is greater. However, occasionally, it is necessary to proceed with changes to the construction scope of work although the costs exceed the change order limitation.

It is recommended that the Board approve additional work provided by Precision, totaling \$3,806. For additional information, see the Change Order Spreadsheet attached to Item No. 3.i. The amount was to replace the amount that was inadvertently deducted from Precision's contract and for Precision's work to patch existing electrical outlet at the Building 700 west elevation and install reflective tape at bollards.

The original contract amount was \$2,459,000. The revised contract amount is \$2,899,973. The change order limitation will be exceeded by \$195,073 as calculated below.

Change Order Nos. 1-30	\$ 437,887
Change Order No. 30.10	<u>3,086</u>
Total Change Orders	\$ 440,973
10% Change Order Limit	<u>(245,900)</u>
Amount Over Limit	<u>\$ 195,073</u>

District staff determined not to bid the additional work covered by this change order because it would be more costly and time-consuming. No additional change orders will be forthcoming. This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning

activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction, and Public Contract Code §20659.

FUNDING SOURCE AND FINANCIAL IMPACT: The change orders totaling \$3,806 will be charged to local bond funds.

RECOMMENDATION: It is recommended that the Board adopt Resolution No. 13/14-15 for the Approval of Change Order as an Amendment to the Existing Contract with Precision Concrete Construction, Inc. for PW 1011-003, Fullerton College Technology & Engineering Complex Project, and approve the award of additional work totaling \$3,806, without competitively bidding such work. Authorization is further requested that the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, execute all agreements and complete all necessary documents for the additional work.

Fred Williams

Recommended by

Approved for Submittal

3.h.2

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: Change Orders for Public Works Projects

Action	<u>X</u>
Resolution	<u> </u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: The Board awards contracts for various public works projects. Public Contract Code §20659 requires Board approval for a Change Order to a Public Works Bid. Funding is available through different sources such as state-supported programs, District bond proceeds, local funding, etc. The District and/or the campuses, along with the construction managers, have recommended a change to the scope of work. These change orders may be reviewed in the District's Business Office or at the Board meeting.

The attached Change Order Request requires Board approval pursuant to Public Contract Code §20659. Change Orders must not exceed 10% of the original contract amount approved by the Board or \$15,000, whichever is greater. The attached Change Order Request, however, includes *Change Order No. 30.10 for Precision Concrete Construction (BP 2); and Change Order No. 24 for Gilbert & Stearns (BP 18)* for PW 1011-003, Fullerton College Technology & Engineering Complex Project, for additional work that exceeds the limitation set forth in Public Contract Code §20659. It was determined not to bid the additional work covered by these change orders because it was integral to the project and bidding the additional work would be more costly and time-consuming. Case law in Meakin v. Steveland (1977) 68 Cal.App.3d 490 and Los Angeles Dredging v. Long Beach (1930) 210 Cal. 348 holds that statutes requiring competitive bidding to not apply when competitive bidding would work an incongruity or not produce any advantage. This agenda item was submitted by Richard Williams, District Director, Facilities Planning & Construction.

How does this relate to the five District Strategic Directions? This item responds to Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 6600, Capital Construction.

FUNDING SOURCE AND FINANCIAL IMPACT: The total change orders, in the amount of \$32,305, will be allocated to the applicable funds/capital construction project.

RECOMMENDATION: It is recommended that the Board ratify the current change orders for the public works projects listed per the Change Order Request, with a total of \$32,305. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or the District Director, Purchasing, to execute each contractor agreement on behalf of the District.

Fred Williams

Recommended by

Approved for Submittal

3.i.1

Item No.

		CHANGE ORDERS					APPROVAL	CO REQ.	CONTRACT AMOUNT	
CONTRACTOR	BID	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	DATE	BY/REASON	ORIGINAL	REVISED
PW 1011-003, FULLERTON COLLEGE, TECHNOLOGY & ENGINEERING COMPLEX REPLACEMENT										
Precision Concrete Construction	2	1	\$4,108.00	\$0.00	\$4,108.00		7/24/12		\$2,459,000.00	\$2,463,108.00
		2	\$10,924.00	\$0.00	\$15,032.00		7/24/12			\$2,474,032.00
		3	\$12,019.00	\$0.00	\$27,051.00		7/24/12			\$2,486,051.00
		4	\$22,544.00	\$0.00	\$49,595.00		8/14/12			\$2,508,595.00
		5	\$18,582.00	\$0.00	\$68,177.00		9/11/12			\$2,527,177.00
		6	\$9,220.00	\$0.00	\$77,397.00		9/11/12			\$2,536,397.00
		7	\$5,715.00	\$0.00	\$83,112.00		10/9/12			\$2,542,112.00
		8	\$2,946.00	\$0.00	\$86,058.00		11/13/12			\$2,545,058.00
		9	\$10,766.00	\$0.00	\$96,824.00		11/13/12			\$2,555,824.00
		10	\$12,085.00	\$0.00	\$108,909.00		12/11/12			\$2,567,909.00
		11	\$10,784.00	\$0.00	\$119,693.00		1/22/13			\$2,578,693.00
		12	\$14,968.00	\$0.00	\$134,661.00		4/23/13			\$2,593,661.00
		13	\$30,317.00	\$0.00	\$164,978.00		5/14/13			\$2,623,978.00
		14	\$26,459.00	\$0.00	\$191,437.00		5/14/13			\$2,650,437.00
		15	\$40,003.00	\$0.00	\$231,440.00		6/25/13			\$2,690,440.00
		16	\$9,050.00	\$0.00	\$240,490.00		8/13/13			\$2,699,490.00
		17	\$21,928.00	\$0.00	\$262,418.00		9/10/13			\$2,721,418.00
		18	\$3,792.00	\$0.00	\$266,210.00		9/10/13			\$2,725,210.00
		19	\$5,693.00	\$0.00	\$271,903.00		9/10/13			\$2,730,903.00
		20	\$6,257.00	\$0.00	\$278,160.00		9/10/13			\$2,737,160.00
		21	\$102,540.00	\$0.00	\$380,700.00		9/10/13			\$2,839,700.00
		22	\$1,810.00	\$0.00	\$382,510.00		9/10/13			\$2,841,510.00
		23	(\$4,788.00)	\$0.00	\$377,722.00		9/10/13			\$2,836,722.00
		24	\$641.00	\$0.00	\$378,363.00		12/10/13			\$2,837,363.00
		25	\$3,942.00	\$0.00	\$382,305.00		12/10/13			\$2,841,305.00
		26	\$37,310.00	\$0.00	\$419,615.00		12/10/13			\$2,878,615.00
		27	\$11,183.00	\$0.00	\$430,798.00		12/10/13			\$2,889,798.00
		28	\$6,036.00	\$0.00	\$436,834.00		12/10/13			\$2,895,834.00
		29	\$3,368.00	\$0.00	\$440,202.00		12/10/13			\$2,899,202.00
		30	(\$2,315.00)	\$0.00	\$437,887.00		12/10/13			\$2,896,887.00
		30.10	\$0.00	\$1,286.00	\$439,173.00	<i>This amount replaces the amount inadvertently deducted from the Contractor's contract.</i>		DC		#REF!
		30.10	\$0.00	\$1,800.00	\$440,973.00	<i>Patch existing electrical outlet at Building 700 west elevation and install reflective tape at bollards.</i>		U		#REF!
TOTALS			\$437,887.00	\$3,086.00	\$440,973.00				\$2,459,000.00	\$2,899,973.00

Various Public Works Projects Change Order Request (COR)

March 11, 2014

CONTRACTOR	CHANGE ORDERS						APPROVAL	CO REQ.	CONTRACT AMOUNT			
	BID	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	DATE	BY/REASON	ORIGINAL	REVISED		
Gilbert & Stearns	18	1	\$15,448.00	\$0.00	\$15,448.00		2/28/12		\$3,958,900.00	\$3,974,348.00		
		2	\$35,084.00	\$0.00	\$50,532.00		5/22/12			\$4,009,432.00		
		3	\$13,384.00	\$0.00	\$63,916.00		8/14/12			\$4,022,816.00		
		4	\$8,983.00	\$0.00	\$72,899.00		8/14/12			\$4,031,799.00		
		5	\$240,037.00	\$0.00	\$312,936.00		8/14/12			\$4,271,836.00		
		6	\$3,288.00	\$0.00	\$316,224.00		8/14/12			\$4,275,124.00		
		7	\$50,637.00	\$0.00	\$366,861.00		9/11/12			\$4,325,761.00		
		8	\$15,275.00	\$0.00	\$382,136.00		10/9/12			\$4,341,036.00		
		9	\$10,178.00	\$0.00	\$392,314.00		11/13/12			\$4,351,214.00		
		10	\$11,651.00	\$0.00	\$403,965.00		9/10/13			\$4,362,865.00		
		11	\$10,774.00	\$0.00	\$414,739.00		9/10/13			\$4,373,639.00		
		12	\$4,157.00	\$0.00	\$418,896.00		9/10/13			\$4,377,796.00		
		13	\$4,401.00	\$0.00	\$423,297.00		9/10/13			\$4,382,197.00		
		14	\$11,849.00	\$0.00	\$435,146.00		9/10/13			\$4,394,046.00		
		15	\$4,893.00	\$0.00	\$440,039.00		9/10/13			\$4,398,939.00		
		16	\$4,788.00	\$0.00	\$444,827.00		12/10/13			\$4,403,727.00		
		17	\$27,939.00	\$0.00	\$472,766.00		12/10/13			\$4,431,666.00		
		18	\$7,662.00	\$0.00	\$480,428.00		12/10/13			\$4,439,328.00		
		19	\$2,392.00	\$0.00	\$482,820.00		12/10/13			\$4,441,720.00		
		20	\$2,572.00	\$0.00	\$485,392.00		12/10/13			\$4,444,292.00		
		21	\$9,585.00	\$0.00	\$494,977.00		12/10/13			\$4,453,877.00		
		22	\$3,581.00	\$0.00	\$498,558.00		12/10/13			\$4,457,458.00		
		23	\$18,539.00	\$0.00	\$517,097.00		12/10/13			\$4,475,997.00		
				24.1	\$0.00	\$61.00	\$517,158.00	Revise light fixture due to the removal of the T-bar ceiling.		O		\$4,476,058.00
				24.2	\$0.00	\$3,197.00	\$520,355.00	Add receptacles, light fixtures, and wall sensors at Building 900 Room 901.		O		\$4,479,255.00
				24.3	\$0.00	\$614.00	\$520,969.00	Hard wire hand dryers. This is a back charge to Inland Building Construction.		O/DC		\$4,479,869.00
				24.4	\$0.00	\$5,844.00	\$526,813.00	Furnish and install power and data at Rooms 705-A and 735 for the projector.		O/D		\$4,485,713.00
				24.5	\$0.00	\$3,236.00	\$530,049.00	Remove existing conduit, install new conduit & wiring for canopy lights at Building 700. Existing light fixtures were fed from the top. New specified light fixtures were fed from the side.		O		\$4,488,949.00
		24.6	\$0.00	\$1,125.00	\$531,174.00	Add power to equipment #M13b.		O/D		\$4,490,074.00		
		24.7	\$0.00	\$161.00	\$531,335.00	Remove power drop cord and wiring to equipment #P22 Rewind Machine. This equipment was surplus.		O/D		\$4,490,235.00		
		24.8	\$0.00	\$2,575.00	\$533,910.00	Furnish and install conduit and power to gate controller key switches at sliding gate. This is a back charge to RND Contractors.		O/D		\$4,492,810.00		

*Change Order Requested By and/or Reasons: C - Code Compliance; D - District Request; DC - Document Coordination; O - Other Reasons (Changed Conditions); U - Unforeseen Condition; V - Value Engineering

CONTRACTOR	CHANGE ORDERS					APPROVAL	CO REQ.	CONTRACT AMOUNT		
	BID	NO.	PREVIOUS	CURRENT	CUMULATIVE	DESCRIPTION OF CHANGE ORDER	DATE	BY/REASON	ORIGINAL	REVISED
		24.9	\$0.00	\$1,758.00	\$535,668.00	Add receptacles to floor stub ups at Rooms 703 and 733. Plans and specifications call for duplex receptacles to be provided. This cost is for additional receptacles only.		O/D		\$4,494,568.00
		24.10	\$0.00	\$3,600.00	\$539,268.00	Revise Electrical Coordination Study due to changes to electrical panels.		O/D		\$4,498,168.00
		24.11	\$0.00	\$611.00	\$539,879.00	Revise light fixture at Room #710-D.		O/D		\$4,498,779.00
		24.12	\$0.00	\$804.00	\$540,683.00	Remove and reinstall J-boxes at projector poles to be shortened for height clearance and to accommodate the projector cage at Building 700.		O/D		\$4,499,583.00
		24.13	\$0.00	\$2,563.00	\$543,246.00	Provide conduit to the tamper switch at the fire sprinkler gate valve at Buildings 700 and 900.		O		\$4,502,146.00
		24.14	\$0.00	\$322.00	\$543,568.00	Remove quad receptacle at equipment #M41.		O/D		\$4,502,468.00
		24.15	\$0.00	\$1,367.00	\$544,935.00	Remove and reinstall 3-way switching at Room 906.		O		\$4,503,835.00
		24.16	\$0.00	\$529.00	\$545,464.00	Furnish and install additional circuit breakers at electrical panel"N".		O		\$4,504,364.00
		24.17	\$0.00	\$852.00	\$546,316.00	Install new conduit and wiring for light fixtures at Building 700 stairs. The existing conduit and wiring were removed during the removal of the framing as it did not meet code requirements.		O/C		\$4,505,216.00
	TOTALS		\$517,097.00	\$29,219.00	\$546,316.00				\$3,958,900.00	\$4,505,216.00
	GRAND TOTALS		\$954,984.00	\$32,305.00	\$987,289.00					

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: March 11, 2014 Information _____
Enclosure(s) _____
SUBJECT: Cypress College Online Education Blackboard
Managed Hosting Services

BACKGROUND: Enrollment of students in at least one online course at Cypress College is approximately 6,000 students. The primary Course Management System (CMS) used to deliver online education is Blackboard. The college is requesting to enter into a contract with Blackboard for managed hosting services for a three-year period beginning June 1, 2014. The costs attributable to years one, two, and three are \$75,600, \$67,568 and \$69,595, respectively. This agenda item was submitted by Steve Donley, Dean, Career Technical Education, Cypress College.

How does this relate to the five District Strategic Directions? This item responds to Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses; and Direction #2: The District will annually make progress toward eliminating the document achievement gap among race/ethnicity groups.

How does this relate to Board Policy: This item is submitted in accordance with Board Policy 3720, Computer and Electronic Communication Systems.

FUNDING SOURCE AND FINANCIAL IMPACT: The fee for the three-year period is not to exceed \$234,763 and will be charged to the restricted Lottery Fund to the extent those funds are available with any remaining shortfall charged to carryover funds.

RECOMMENDATION: Authorization is requested to enter into a contract with Blackboard Learn for managed hosting services for a three-year period beginning June 1, 2014, and ending on May 30, 2017, at a cost not to exceed \$234,763. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, to execute the agreement on behalf of the District.

Bob Simpson

Recommended by

Approved for Submittal

3.j

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X _____
		Resolution	_____
DATE:	March 11, 2014	Information	_____
		Enclosure(s)	X _____
SUBJECT:	Fullerton College Curriculum		

BACKGROUND: The Office of Instruction and the Curriculum Committee at Fullerton College and the District Curriculum Coordinating Committee have approved the attached summary of curriculum changes. All changes serve the mission of Fullerton College and are within the allocated budget for staff and facilities.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; and (6) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Dr. Jennifer Combs, Fullerton College Curriculum Committee Chair and Dr. Savannah Jones, Interim Vice President of Instructional Services.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: The curricula are being submitted to the Board for approval as outlined in Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Funding for all curricula comes from the campus general fund.

RECOMMENDATION: It is recommended that the Board approve the attached summary of curriculum changes for Fullerton College, to be effective fall 2014. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and has been approved by the District Curriculum Coordinating Committee.

Rajen Vurdien

Recommended by

Approved for Submittal

4.a.1

Item No.



Fullerton College Curriculum
Board of Trustees
 Proposal Agenda
March 11, 2014

Approved by DCCC 2/21/2014

REVISED COURSES					
COURSE ID	PROPOSAL TYPES	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
GEOG 262 F Economic Geography Units: 3 Lec: 3 Lab: 0	<ul style="list-style-type: none"> • Course Number Revision (260 F to 262 F) 	45	The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.	Fall 2014	Changing course number from 260 F (previously used) to 262 F.
MUS 156 F Beginning Jazz Improvisation – Instrumental Units: 1 Lecture: 1 Laboratory: 2	<ul style="list-style-type: none"> • Advisory Addition (add MUS 106 F) • Assignments Revision • Catalog Description Update • Class Size Revision (10 to 20) • Course Content (that does not change the overall scope of the course) • Hours (Lab from 3.25 to 2.0) • Method of Evaluation • Method of Instruction • Prerequisite Addition • Schedule Description Update • Six-Year Review • Student Learning Outcomes • Textbooks • Title Revision (Beginning Jazz Improv Instrument TO Beginning Jazz Improvisation – Instrumental) 	20	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work. The instructor spends an extensive amount of time giving individualized instruction and feedback on attainment of skills. For an explanation of how the Music Department approaches class size, please see attachment entitled "Music Class Size."	2014 Fall	Six-Year Review; Advisory addition covers the basic entry skills needed to participate in these ensembles. For an explanation of how the Music Department approaches the assignment of credit units, please see attachment entitled "Carnegie Units."

REVISED PROGRAMS

Subject	Program Description	EFF Date	Justification																																																																														
English	<p><u>English Associate in Arts Degree for Transfer</u> The Associate in Arts in English for Transfer, also called the English AA-T Degree, prepares students to transfer to CSUs that offer bachelor's degrees in English. Students earning the English AA-T Degree will be granted priority for admission as English major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 18 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of "C" or better in all major coursework. There are no additional graduation requirements. This degree is designed to prepare students to read and write about literature critically and to understand key historical and generic influences in the production and reception of literature and other cultural texts. While a baccalaureate degree is recommended preparation for those considering careers in fields such as writing, journalism, education, training and development, sales, community relations, the ministry, law, business, entertainment, nonprofit organizations and government, completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. The English AA-T Degree requires a total of 18-23 units of required courses and restricted electives from the categories below as indicated. (Students interested in completing a BA in English at a CSU are strongly encouraged to complete a two-semester survey sequence in American literature, British literature or World literature.) Required Core Option One: Choose 2 courses from the following list (6-7 units):</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 150px;">ENGL 102 F</td> <td style="width: 400px;">Introduction to Literature</td> <td style="width: 50px; text-align: right;">Units</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 102HF</td> <td>Honors Introduction to Literature</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;">and</td> <td></td> <td></td> </tr> <tr> <td>ENGL 103 F</td> <td>Critical Reasoning and Writing</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 103HF</td> <td>Honors Critical Reasoning and Writing</td> <td style="text-align: right;">4</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 201 F</td> <td>Intermediate College Writing</td> <td style="text-align: right;">3</td> </tr> </table> <p>Required Core Option Two: Choose 1 course (4 units)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 150px;">ENGL 104 F</td> <td style="width: 400px;">Critical Thinking and Writing about Literature</td> <td style="width: 50px; text-align: right;">Units</td> </tr> <tr> <td></td> <td></td> <td style="text-align: right;">4</td> </tr> </table> <p>List A: Choose 2 courses (6 units)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 150px;">ENGL 221 F</td> <td style="width: 400px;">American Literature to the Civil War</td> <td style="width: 50px; text-align: right;">Units</td> </tr> <tr> <td style="text-align: center;">and</td> <td></td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 222 F</td> <td>American Literature from the Civil War to the Present</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 211 F</td> <td>English Literature to 1800</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;">and</td> <td></td> <td></td> </tr> <tr> <td>ENGL 212 F</td> <td>English Literature since 1800</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;">or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 224 F</td> <td>World Literature through the Early Modern Period</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: center;">and</td> <td></td> <td></td> </tr> <tr> <td>ENGL 225 F</td> <td>World Literature since the Early Modern Period</td> <td style="text-align: right;">3</td> </tr> </table> <p>List B: Select courses based on option chosen for Required Core. Option 1: minimum of 3 units from List B. Option 2: minimum of 6 units from List B.</p> <p>Any course from List A not used above.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 150px;">ENGL 105 F</td> <td style="width: 400px;">Introduction to Creative Writing</td> <td style="width: 50px; text-align: right;">3</td> </tr> <tr> <td>ENGL 203 F</td> <td>Intro to Dramatic Literature</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 204 F</td> <td>Introduction to Poetry</td> <td style="text-align: right;">3</td> </tr> <tr> <td>ENGL 207 F</td> <td>The Short Story</td> <td style="text-align: right;">3</td> </tr> </table>	ENGL 102 F	Introduction to Literature	Units	or		3	ENGL 102HF	Honors Introduction to Literature	3	and			ENGL 103 F	Critical Reasoning and Writing	4	or			ENGL 103HF	Honors Critical Reasoning and Writing	4	or			ENGL 201 F	Intermediate College Writing	3	ENGL 104 F	Critical Thinking and Writing about Literature	Units			4	ENGL 221 F	American Literature to the Civil War	Units	and		3	ENGL 222 F	American Literature from the Civil War to the Present	3	or			ENGL 211 F	English Literature to 1800	3	and			ENGL 212 F	English Literature since 1800	3	or			ENGL 224 F	World Literature through the Early Modern Period	3	and			ENGL 225 F	World Literature since the Early Modern Period	3	ENGL 105 F	Introduction to Creative Writing	3	ENGL 203 F	Intro to Dramatic Literature	3	ENGL 204 F	Introduction to Poetry	3	ENGL 207 F	The Short Story	3	2014 Fall	This program is being revised in order to affirm ADT status in the state of California. The following courses have been revised to reflect an increase from 3 hours, 3 units to 4 hours, 4 units: ENGL 103 F Critical Reasoning and Writing; ENGL 103HF, Honors Critical Reasoning and Writing; ENGL 104 F, Critical Thinking and Writing about Literature. Furthermore, ENGL 104 F has been revised from 3 units to 4 units in order to qualify for Option Two of the English Associate in Arts Degree for Transfer.
ENGL 102 F	Introduction to Literature	Units																																																																															
or		3																																																																															
ENGL 102HF	Honors Introduction to Literature	3																																																																															
and																																																																																	
ENGL 103 F	Critical Reasoning and Writing	4																																																																															
or																																																																																	
ENGL 103HF	Honors Critical Reasoning and Writing	4																																																																															
or																																																																																	
ENGL 201 F	Intermediate College Writing	3																																																																															
ENGL 104 F	Critical Thinking and Writing about Literature	Units																																																																															
		4																																																																															
ENGL 221 F	American Literature to the Civil War	Units																																																																															
and		3																																																																															
ENGL 222 F	American Literature from the Civil War to the Present	3																																																																															
or																																																																																	
ENGL 211 F	English Literature to 1800	3																																																																															
and																																																																																	
ENGL 212 F	English Literature since 1800	3																																																																															
or																																																																																	
ENGL 224 F	World Literature through the Early Modern Period	3																																																																															
and																																																																																	
ENGL 225 F	World Literature since the Early Modern Period	3																																																																															
ENGL 105 F	Introduction to Creative Writing	3																																																																															
ENGL 203 F	Intro to Dramatic Literature	3																																																																															
ENGL 204 F	Introduction to Poetry	3																																																																															
ENGL 207 F	The Short Story	3																																																																															

	ENGL 246 F The Novel 3 List C: Choose one course (3-5 units) Units Any course from List A and List B not used above. ENGL 208 F Introduction to Film Studies 3 ENGL 210 F Introduction to Language Structure and Use 3 ENGL 234 F Introduction to Shakespeare 3 or ENGL 234HF Honors Introduction to Shakespeare 3 ENGL 239 F Survey of Children's Literature 3 ENGL 243 F Folklore and Mythology 3 or ENGL 243HF Honors Folklore and Mythology 3 ENGL 245 F The Bible as Literature 3 ENGL 248 F Science Fiction 3 CHIN 203 F Intermediate Chinese - Mandarin III 4 CHIN 204 F Intermediate Chinese - Mandarin IV 4 FREN 203 F Intermediate French III 4 FREN 204 F Intermediate French IV 4 GERM 203 F Intermediate German III 4 GERM 204 F Intermediate German IV 4 ITAL 203 F Intermediate Italian III 4 ITAL 204 F Intermediate Italian IV 4 JAPN 203 F Intermediate Japanese III 4 JAPN 204 F Intermediate Japanese IV 4 SPAN 201 F Spanish for the Spanish Speaker 5 SPAN 203 F Intermediate Spanish III 4 SPAN 204 F Intermediate Spanish IV 4 SPAN 206 F Introduction to Latin American Literature 3 SPAN 205 F Introduction to Spanish Literature 3 SPAN 207 F Children's Literature/Spanish 3 Total Units 18 – 23		
Child Care	<u>Elementary Teacher Education Associate in Arts Degree for Transfer</u> The Associate in Arts in Elementary Teacher Education for Transfer (AA-T), also called the Elementary Teacher Education AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in Liberal Studies or Integrated Teacher Education Programs. Ed Code Section 66746-66749 states students earning the Elementary Teacher Education AA-T degree will be granted priority for admission as a Liberal Studies or Integrated Teacher Education Program major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 55 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of "C" or better in all major coursework. There are no additional graduation requirements. The Elementary Teacher Education AA-T Degree is designed for students who will be transferring to a four-year institution, obtaining a Bachelor's degree and pursuing a teaching credential through a California State University (CSU) integrated or traditional teacher preparation program. Course and degree requirements may vary at each CSU campus therefore it is important that students consult with a Fullerton College Teacher Preparation Counselor and respective university transfer representative to confirm program requirements and transferable work. The Elementary Teacher Education AA-T Degree requires a total of 55-57 units of required courses and restricted electives. Required Core Courses: (51 units) Units CDES 261 F Introduction to Elementary Classroom Teaching 2 and CDES 261LF Introduction to Elementary Classroom Teaching: Observation 1	2014 Fall	Revised to reflect hours and units increases (from 3 to 4) for ENGL 103 F Critical Reasoning and Writing; ENGL 103HF, Honors Critical Reasoning and Writing; and ENGL 104 F, Critical Thinking and Writing about Literature.

	<p>ESC 101 F Earth Science Survey 3 and ESC 101LF Earth Science Survey Lab 1 SPCH 100 F Public Speaking 4 ENGL 100 F College Writing 3 CHEM 101 F Introduction to Chemistry 5 and PHYS 130 F Elementary Physics 4 BIOL 101 F General Biology 5 MATH 203 F Mathematics for Future Elementary Teachers 3 HIST 112 F World Civilizations I 3 ENGL 102 F Introduction to Literature 3 Or ENGL 102 F Honors Introduction to Literature 3 GEOG 100 F Global Geography 3 Or GEOG 100HF Honors Global Geography 3 POSC 100 F American Government 3 or POSC 100HF Honors American Government 3 HIST 127 F Survey of American History 3 or HIST 170 F History of the United States I 3 CDES 120 F Child Development 3 List A (3units) Select 1 course from the following: Units ENGL 103 F Critical Reasoning and Writing 4 Or ENGL 103HF Honors Critical Reasoning and Writing 4 ENGL 104 F Critical Thinking and Writing about Literature 4 ENGL 201 F Intermediate College Writing 3 PHIL 172 F Critical Thinking/Writing 3 List B (3 units) select 1 course form the following: Units ART 110 F Introduction to Art 3 DANC 100 F Dance Appreciation 3 MUS 116 F Music Appreciation 3 THEA 100 F Introduction to the Theatre 3 Total Units 55-57</p>		
Journalism	<p><u>Journalism Associate in Arts Degree for Transfer</u> The Associate in Arts in Journalism for Transfer, also called the Journalism AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in Journalism or Communications. Ed Code Section 66746-66749 states that students earning the Journalism AA-T Degree will be granted priority for admission as Journalism or Communications major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students to complete 60 CSU transferable units including completion of CSU GE or IGETC and 18 units in the major with a cumulative GPA of 2.0 or better. Title 5 requires that students earn a grade of "C" or better in all major coursework. There are no additional graduation requirements. Journalism relates to print, broadcast, visual and multimedia reporting as well as public relations. This degree is designed for students who want to develop skills in communication and reporting for today's media or working in the public relations field. The Journalism AA-T Degree requires a total of 18-20 units of required courses and restricted electives as listed below. Required Core (9 Units) Units JOUR 101 F Reporting and Writing 3 JOUR 110 F Mass Media Survey 3 JOUR 222 F Introduction to News Media Production 3 or JOUR 132 F Introduction to Magazine Production 3</p>	2014 Fall	Revised to reflect hours and units increases from 3 to 4 for ENGL 103 F Critical Reasoning and Writing; and ENGL 103HF, Honors Critical Reasoning and Writing.

or			
JOUR 271 F	Introduction to Spanish-Language Reporting	3	
List A (Select 3 units)		Units	
JOUR 210 F	Multimedia Reporting	3	
JOUR 102 F	Advanced Reporting and Writing	3	
JOUR 140 F	Public Relations/Publicity	3	
JOUR 219 F	Photojournalism	3	
JOUR 133 F	Beginning Magazine Production	3	
or			
JOUR 223 F	Beginning News Media Production	3	
or			
JOUR 272 F	Beginning Spanish-Language Reporting	3	
List B (Select 6-8 units)		Units	
PHOT 111 F	Introduction to Photography from Analog to Digital	3	
MATH 120 F	Introductory Probability and Statistics	4	
or			
MATH 120HF	Honors Introductory Probability and Statistics	4	
or			
PSY 161 F	Elementary Statistics for Behavioral Science	3	
or			
PSY 161HF	Honors Elementary Statistics for Behavioral Science	3	
or			
SOSC 120 F	Introduction to Probability and Statistics	4	
ECON 101 F	Principles of Economics - Micro	3	
or			
ECON 101HF	Honors Principles of Economics - Micro	3	
or			
ECON 102 F	Principles of Economics-Macro	3	
or			
ECON 102HF	Honors Principles of Economics-Macro	3	
POSC 100 F	American Government	3	
or			
POSC 100HF	Honors American Government	3	
POSC 215 F	Comparative Politics	3	
ENGL 103 F	Critical Reasoning and Writing	4	
or			
ENGL 103HF	Honors Critical Reasoning and Writing	4	
PHIL 170 F	Logic and Critical Thinking	3	
PHIL 172 F	Critical Thinking/Writing	3	
SPCH 135 F	Essentials of Argumentation	4	
Total Units		18 – 20	

DELETED PROGRAMS

PROGRAM	EFF DATE	JUSTIFICATION
Internet Certificate	2014 Fall	Certificate is to be deleted as part of updating curriculum.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	X
DATE:	March 11, 2014	Resolution	
SUBJECT:	Cypress College Curriculum Matters	Information	
		Enclosure(s)	X

BACKGROUND: The divisions and the Curriculum Committee at Cypress College and the District Curriculum Coordinating Committee have approved the attached summary of new curriculum and curriculum revisions.

The Educational Master Plan has indicated that "instructional programs need to be continually reviewed as to viability and priority" and the curriculum "needs to provide state-of-the-art training in vocational programs." The assessment process, mandated by the state, provides several reasons for the proposed curricular changes: (1) to meet changing employment requirements, as per the recommendations of both the faculty and advisory committees; (2) to expand and streamline certificate programs in keeping with state mandates; (3) to provide meaningful categorization of Faculty Service Areas; (4) to provide specific courses to meet student needs; (5) to restructure programmatic curricula; (6) to provide greater consistency between Cypress and Fullerton courses; and (7) to eliminate courses that either are no longer critical or that have been subsumed into other curricular offerings.

All curricula are submitted to the President's Office for review and approval prior to submission to the District Curriculum Coordinating Committee. This agenda item is submitted by Mark Majarian, Chair of the Cypress College Curriculum Committee.

How does this relate to the five District Strategic Directions? This item responds to District Strategic Direction #1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

How does this relate to Board Policy: This item is in compliance with Board Policy 4020, Program and Curriculum Development.

FUNDING SOURCE AND FINANCIAL IMPACT: Campus General Fund.

RECOMMENDATION: Authorization is requested for the Cypress College summary of curriculum deactivations, additions, and revisions, effective fall 2013 and fall 2014. The curricula have been signed by the Campus Curriculum Committee Chairperson and the College President, and has been approved by the District Curriculum Coordinating Committee.

CYPRESS COLLEGE CURRICULUM

Board Agenda

March 11, 2014

(DCCC approved January 31, 2014 & February 21, 2014)

DELETE COURSES		
COURSE ID	EFF DATE	JUSTIFICATION
ACCT 103 C	2014 Fall	ACCT 103 C was required by Cal State Fullerton for ACCT 101 C to transfer. The revised outline of ACCT 101 C has been articulated effective Fall 2014 without ACCT 103 C. There is no longer a need for the course and it will not be offered Fall 2014 or later.
ENGL 097 C	2014 Fall	This course was originally prelaunched earlier as a revision and is now going through as a deactivation since it duplicates material offered in English 247.
SOC 120 C	2014 Fall	Division decision to discontinue cross listed courses. PSY 120 C will continue as a revision this semester and was just launched. SOC 120 C will be deactivated this semester. SOC 120 C was pre-launched as a revision in spring 2013 and will now hopefully be deactivated by curriculum in fall 2013 for elimination from the 2014-15 Catalog.
SOC 237 C	2014 Fall	Course originally prelaunched as a revision on 5/14/13 and the department has decided to deactivate the course instead on September 24, 2013.

NEW SEMINAR COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CIS 298AC Storage Mgmt & Cloud Computing Units: 3 Lecture: 3 Laboratory: 1	* New Seminar * Advisory: CIS 230 C * Materials Fee \$2 * Distance Education * CSU Transfer	30	Individualized Instruction: Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Concepts and skills needed for students seeking a position in Information Technology.

NEW SEMINAR COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUS 298FC Brass Seminar Units:1 Lecture: 1 Laboratory: 1	* New Seminar Course * Prerequisite: Audition * UC/CSU Transfer	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 fall	Program development

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AC/R 235 C Air Conditioning Capstone Units:2 Lecture:1.5 Laboratory:1.5	* New Course * Advisory: AC/R 137 C, AC/R 145 C, AC/R 205 C, AC/R 215 C * Hybrid * CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	With the previous program re-alignment, elements were broken down into smaller, focused components. Capstone would capture these elements into a final semester project.
ATC 198 C Flight Simulator Commercial Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: ATC 132 C or FAA Private Pilot Cert. * CSU Transfer	25	This is a flight lab conducted in the flight simulators with individualized instruction. Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Previously, this course which was called Ground Trainer Lab was a repeatable course (3x), so students were able to take it at each step in the progression of the flight training. Given the change in repeatability requirements, the course is being set up in steps of skill progression from private pilot (196), to instrument pilot (197), to commercial pilot (198), and to flight instructor (199).

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ATC 199 C Flight Simulator Instructor Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: ATC 132 C or FAA Private Pilot Cert. * CSU Transfer	25	This is a flight lab conducted in the flight simulators with individualized instruction. Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Previously, this course which was called Ground Trainer Lab was a repeatable course (3x), so students were able to take it at each step in the progression of the flight training. Given the change in repeatability requirements, the course is being set up in steps of skill progression from private pilot (196), to instrument pilot (197), to commercial pilot (198), and to flight instructor (199).
DANC 144 C Performance Class IV Units:2-3 Lecture:0 Laboratory:8-12	* New Course * Prerequisite: audition * UC/CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	A new, leveled performance course in compliance with Title V limitations.
MAD 111 C Introduction to Media Writing Units:3 Lecture:3 Laboratory:0	* New Course * Prerequisite: none * Advisory: Eligibility for ENGL 100 C * Distance Education * CSU Transfer	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	This is a core course in the newly approved C-ID, AS-T in Film, Television and Electronic Media
MATH 024 C Pre-Statistics Units:6 Lecture:6 Laboratory:0	* New Course * Prerequisite: MATH 010 C or assessment process	35	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	This course is needed to improve student preparation for Math 120. Instead of teaching unrelated algebra content, it will focus on concepts required for success in transfer-level Statistics.
MM 105 C Intro to Media Aesthetics Units:3 Lecture:3 Laboratory:0	* New Course * Prerequisite: none * Advisory: Eligibility for ENGL 100 C * Distance Education * CSU Transfer	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	This course is a core requirement for the AD-T, AS-T in Video Production, Television and Electronic Media.

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUSA 105 C Beginning Concert Hour Units:1 Lecture:1 Laboratory:0	* New Course * Prerequisite: MUSA 104 C * CSU Transfer	60	The primary mode of instruction for this class is lecture, demonstration and live performances. Writing assignments are assessed mostly through the students grasp of the major concepts and structure of the presented material and performances.	2014 Fall	Repeatability removed from original class MUS 122 C Concert Hour and created a four course sequence of classes required in the AA degree in Music.
MUSA 106 C Intermediate Concert Hour Units:1 Lecture:1 Laboratory:0	* New Course * Prerequisite: MUSA 105 C * CSU Transfer	60	The primary mode of instruction for this class is lecture, demonstration and live performances. Writing assignments are assessed mostly through the students grasp of the major concepts and structure of the presented material and performances.	2014 Fall	Repeatability removed from original class MUS 122 C Concert Hour and created a four course sequence of classes required in the AA degree in Music.
MUSA 107 C Advanced Concert Hour Units:1 Lecture:1 Laboratory:0	* New Course * Prerequisite: MUSA 106 C * CSU Transfer	60	The primary mode of instruction for this class is lecture, demonstration and live performances. Writing assignments are assessed mostly through the students grasp of the major concepts and structure of the presented material and performances.	2014 Fall	Repeatability removed from original class MUS 122 C Concert Hour and created a four course sequence of classes required in the AA degree in Music.
MUSA 130 C Intro to Piano for Non-Majors Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: none * UC/CSU Transfer	25	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	New course due to repeatability changes of Music courses and prefix change to MUSA

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUSA 132 C Keyboard Skills II Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: MUSA 131 C or audition * UC/CSU Transfer	20	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Repeatability removed from original class and this is a continuation of MUSA 131 C
MUSA 210 C Advanced Voice Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: MUSA 112 C or audition * UC/CSU Transfer	15	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work. The instructor spends an extensive amount of time giving individualized instruction and feedback on attainment of skills. Students perform individually and must be assessed individually by the instructor.	2014 Fall	This course is being created as one in a series of graduated level courses that will take the place of courses with repeatability, which is no longer an option. The Fine Arts Division has decided that skill-building through completion of multiple levels of courses is essential for student success as a performer and for preparation for a successful audition as a voice major at a university.
MUSA 232 C Keyboard Skills IV Units:1 Lecture:1 Laboratory:1	* New Course * Prerequisite: MUSA 231 C or audition * UC/CSU Transfer	15	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work. Students perform individually for 3-5 minutes per week, or 35-40 minutes per semester. Students' progress and success is proportional to individualized instruction.	2014 Fall	This new course is intended to prepare students to transfer to UC and USC. This course is being created as one in a series of graduated level courses that will take the place of courses with repeatability, which is no longer an option. The Fine Arts Division has decided that skill-building through completion of multiple levels of courses is essential for student success in this field.

NEW COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PT 090 Leadership Supervision & Ethics Units:.5 Lecture:.5 Laboratory:0	* New Course * Prerequisite: PT 130 C	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Mandatory State Regulatory board curriculum program review to update, include and/or revise content to meet Board of Vocational Nursing and Psychiatric Technology (BVNPT) educational requirements for licensing hours. New additions of Supervision, Leadership and Ethics were created as a ½ unit class to meet this requirement.
THEA 155C Production Techniques II Units:.5-3 Lecture:0 Laboratory:2-12	* New Course * Prerequisite: none * CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Leveled course to replace loss of repeatability as required by new Title V policy.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AC/R 035 C Building Commissioning Units: 2 Lecture: 1.5 Laboratory: 1.5	* Outline Update * Textbook Update * Advisory deleted * Prerequisite AC/R 100 C added * Advisory deleted AC/R 104 C	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AC/R 115 C Gas Heating & Carbon Monoxide Units: 2 Lecture: 1.5 Laboratory: 1.5	* Outline Update * Textbook Update * Units from 3 to 2 * Lab hours from 4 to 1.5	20	HVAC EXCELLENCE Standard 5.2 – Students per Instructor: The number of students per instructor shall be reasonable and allow for individual instruction. Classes should consist of no more than a maximum of 20 students per instructor. Open enrollment programs comprised of 15 or more students at multiple levels should be two instructor programs. The Air Conditioning & Refrigeration Department is aligning itself to this standard. This standard is not only for the quality of education allowing for more individual instruction, but also takes into account safety and health reasons as this industry is involved with the handling of hazardous materials such as refrigerants, oxygen and acetylene and oils. Also, the handling of electrical circuits at higher voltages demands more care. See the attached justification.	2014 Fall	Outline & textbook updated to better reflect course content. Upon the delivery of course for two semesters, course content for Carbon Monoxide and testing is not available in sufficient quantity to facilitate a three unit course.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
AC/R 137 C Blueprints & Dimen. Analysis Units:2 Lecture:1.5 Laboratory:1.5	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Title change * Course # change from AC/R 037 C * Advisory: AC/R 215 C * CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	(formerly AC/R 037 C) The understanding and reading of blueprints, working drawings and shop drawings are an important part to this trade for the proper fabrication, construction and installation work as it applies to the air conditioning and refrigeration industry. As a 100 level course, this course will complement the proposed Air Conditioning & Refrigeration Capstone course. Similar courses are offered at other institutions at 100 level
ART 182 C Beginning Drawing Units: 3 Lecture: 2 Laboratory: 4	* Outline Update * Textbook Update * Title change	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Outline, title & textbook updated to better reflect course content. Due to repeatability changes the drawing classes are being leveled
ART 194 C Beginning Painting Units: 3 Lecture: 2 Laboratory: 4	* Title change * Course number from ART 189 C to 194 C	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Title & course number changed to better reflect course content.
ATC 182 C Cultural Tourism Units: 3 Lecture: 3 Laboratory: 0	* Prerequisite revision to completion of ENGL 058 C or acceptable score on the placement test.	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	The prerequisite was added last year and became effective in the fall of 2013, but with the fall enrollment issues, it was realized that the prerequisite should have completion of ENGL 058 C instead of completion of ENGL 60.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ATC 196 C Flight Simulator Private Pilot Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Advisory revalidated	25	This is a flight lab conducted in the flight simulators with individualized instruction. Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Previously, this course which was called Ground Trainer Lab was a repeatable course (3x), so students were able to take it at each step in the progression of the flight training. Given the change in repeatability requirements, the course is being set up in steps of skill progression from private pilot (196), to instrument pilot (197), to commercial pilot (198), and to flight instructor (199).
ATC 197 C Flight Simulator Instrument Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Lecture hours from 0 to 1 * Lab hours from 3 to 1 * Prerequisite revalidated	25	This is a flight lab conducted in the flight simulators with individualized instruction. Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Previously, this course which was called Ground Trainer Lab was a repeatable course (3x), so students were able to take it at each step in the progression of the flight training. Given the change in repeatability requirements, the course is being set up in steps of skill progression from private pilot (196), to instrument pilot (197), to commercial pilot (198), and to flight instructor (199).
COMM 105 C Interpersonal Communication Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Catalog Description Update * Textbook Update * Advisory: add eligibility for ENGL 100 C * Distance Education removed	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Program Review Outline, catalog & textbook updated to better reflect course content.
COMM 120 C Intercultural Communication Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory: add eligibility for ENGL 100 C	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
COMM 124 C Small Group Communication Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory: add eligibility for ENGL 100 C	27	Individualized Instruction: most of the time students are engaged in practicing the communication skills they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
COMM 220 C The Rhetoric of the City Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory: add eligibility for ENGL 100 C * Class size from 27 to 30	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
COMM 220HC Honors Rhetoric of the City Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory: add eligibility for ENGL 100 C	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar-style honors course to allow for in-depth class discussion and student presentations.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
COUN 100 C College Orientation Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Units from 3 to 1 * Lecture hours from 3 to 1 * Prerequisite changed to advisory * Class size from 15 to 25 * Grading Option from Pass/No Pass/Letter Grade to Pass/No Pass	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CTRP 055 C Court/Conf Reprtnng-Jury Charge Units: .5-3 Lecture: 2 Laboratory: 3	* Outline Update * Textbook Update * Prerequisite removed	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Program Review This is to update the outline and textbook of the course to reflect current instructional techniques.
CTRP 056 C Court/Conf. Rptg: Jury Charge Units: .5-3 Lecture: 2 Laboratory: 3	* Outline Update * Textbook Update * Prerequisite removed	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Program Review This is to update the outline and textbook of the course to accurately reflect current instructional activities.
CTRP 062 C Notary Public Exam Prep Units: .5-1 Lecture: .5-1 Laboratory: 0	* Outline Update	45	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2014 Fall	Program Review Outline updated to better reflect course content.
CTRP 072 C Legal Procedures Units: 4 Lecture: 4 Laboratory: 1	* Outline Update * Textbook Update * Prerequisite removed	25	The class involves individualized instruction using a computer lab setting. This class is designed for students to work on practice (problem) sets in the preparation of law office and courtroom documents	2014 Fall	Program Review Outline and textbook updated to better reflect course content.
CTRP 073CC Formatting, Style & Usage Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update	30	Individualized instructional lab with students completing practice sets simulating actual court and deposition and hearing documents using the guidelines established by the Court Reporter's Board of California.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content.
CTRP 073DC Proofreading Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Textbook Update	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Program Review Outline, catalog, & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
CTRP 076 C Court & Deposition Procedures Units: 1.5-3 Lecture: 1.5-3 Laboratory: 0	* Outline Update * Textbook Update * Units from .5 – 3 to 1.5 – 3 * Lecture hours from .5 – 3 to 1.5 – 3 * Prerequisite CTRP 072 C removed * Class size from 30 to 35	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
CTRP 090 C Court/Conf Reprtn: Literary Units: 1-3 Lecture: 1-2 Laboratory: 1-3	* Outline Update * Catalog Description Update * Schedule Description Update * Lecture hours from 2 to 1-2 * Lab hours from 3 to 1-3 * Prerequisite removed * Repeatability removed	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. Group learning course focusing on writing assignments where structure, style, and the mechanics of English are emphasized.	2014 Fall	Program Review Outline, catalog & schedule updated to better reflect course content.
CTRP 094 C Expert Testimony- Prof Reporter Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Textbook Update * Class size from 20 to 25	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Lab instruction is given, along with problem sets and development of vocational skills.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
CTRP 095 C Realtime Writing- Prof Reporter Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Textbook Update * Class size from 20 to 25	25	Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Class where vocational skills are emphasized, along with practice sets and individualized instructor feedback.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
DANC 101 C Multicultural Dance in the US Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory revalidated	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
DANC 141 C Performance Class I Units: 2-3 Lecture: 0 Laboratory: 8-12	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Course number change from DANC 204 C * Textbook Update * Advisory removed	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule, title, number & textbook updated to better reflect course content. Changing DANC 204 C to fit the Performance family classes allowed by Title V.
DANC 202 C Elements of Choreography Units: 2 Lecture: 2 Laboratory: 1	* Outline Update * Textbook Update * Prerequisite revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
DANC 205 C Dance Ensemble Units: 1-2 Lecture: 0 Laboratory: 4-8	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Units from 3 to 1-2 * Lecture hours from 2 to 0 * Lab hours from 4 to 4-8 * Repeatability added-allowed by Credit Course Repetition Guidelines July 2013 (55041)	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Units and hours changed.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
DANC 230 C Dance Teaching Methodologies Units: 3 Lecture: 2 Laboratory: 2	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule and textbook updated to better reflect course content.
DH 275 C Clinical Dental Hygiene 1A Units: .5 Lecture: 0 Laboratory: 1.5	* Outline Update * Textbook Update * Title change * Prerequisite revalidated	20	Accreditation Mandate The faculty to student ratios for preclinical, clinical and radiographic clinical and laboratory sessions must not exceed one to five. Laboratory sessions in the dental science courses must not exceed one to ten to ensure the development of clinical competence and maximum protection of the patient, faculty and students.	2014 Fall	Program Review Outline, textbook & title updated to better reflect course content. Course needs to be divided into 2 courses due to new repeatability issues.
ENGL 103 C Critical Reasoning and Writing Units: 4 Lecture: 4 Laboratory: 0	* Reading Requirement (RDG) added	27	Evaluation mostly through writing assignments with a minimum of 8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2014 Fall	To increase student access to reading proficiency courses.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ENGL 104 C Critical Analysis & Literature Units: 4 Lecture: 4 Laboratory: 0	* Reading Requirement (RDG) added	27	Evaluation mostly through writing assignments with a minimum of 8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.	2014 Fall	To increase student access to reading proficiency courses.
ENGL 104HC Honors Critical Analysis & Lit Units: 4 Lecture: 4 Laboratory: 0	* Reading Requirement (RDG) added	20	The Cypress College Honors Advisory Group recommends a maximum of 20 students for a seminar-style honors course to allow for in-depth class discussion and student presentations.	2014 Fall	To increase student access to reading proficiency courses.
ESL 044 C Low Int. Academic Oral Skills Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Textbook Update * Prerequisite revalidated	20	This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog, schedule, title & textbook updated to better reflect course content.
ESL 051 C Intermediate Pronunciation Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Catalog Description Update * Prerequisite revalidated * Textbook Update	20	This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESL 052 C Intermediate ESL Grammar 1 Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Prerequisite revalidated * Textbook Update	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
ESL 053 C Intermediate ESL Grammar 2 Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Prerequisite revalidated * Textbook Update	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
ESL 054 C Int. Academic Oral Skills NNS Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Textbook Update * Prerequisite revalidated	20	This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog, schedule, title & textbook updated to better reflect course content.
ESL 062 C Advanced ESL Grammar 1 Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Prerequisite revalidated * Textbook Update	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESL 063 C Advanced ESL Grammar 2 Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Prerequisite revalidated * Textbook Update	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
ESL 064 C Adv. Academic Oral Skills NNS Units: 2 Lecture: 2 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Textbook Update * Prerequisite revalidated	20	This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog, schedule, title & textbook updated to better reflect course content.
ESL 066 C Advanced ESL Reading Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Prerequisite revalidated * Textbook Update * Distance Education removed	30	Class time focuses on individualized instruction, student presentation time, and/or group learning. This course involves specialized instruction for non-native learners of English. Students are engaged in practicing second language skills, and the instructor monitors and provides each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESL 098 C ESL Seminar/Non-Native Spkrs Units: .5-12 Lecture: 0-12 Laboratory: 0-24	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Repeatability removed	20	Seminar seat count varies. This course involves specialized instruction for non-native learners of English.	2014 Fall	Program Review Outline, catalog, schedule & title updated to better reflect course content.
ESL 099 C Indep Study/Non-Native Spkrs Units: .5-2 Lecture: 0 Laboratory: 0	* Outline Update * Schedule Description Update * Repeatability removed	10	Individualized contracts are required and will vary.	2014 Fall	Program Review Outline & schedule updated to better reflect course content.
ESL 182 C Int. Academic Rdng/Wrtng Units: 5 Lecture: 5 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Course number change from ESL 082 C * Prerequisite revalidated * Grading option from Pass/No Pass/Letter Grade to Standard Letter Grade * CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	This proposal to change ESL 082 and ESL 083 to ESL 182 and ESL 183, degree-applicable and transferable unit value is based on the following justifications: <ul style="list-style-type: none"> • College-level ESL is not developmental English for students born in the U.S. • College-level ESL is comparable to advanced foreign language. • College-level ESL meets the definition of baccalaureate credit per the CSU system. • The organizations for ESL professionals (CATESOL & TESOL) support this position. • There is precedent at other community colleges (Santa Ana College, the four colleges in the Los Rios Community College District, and Grossmont College) to grant transfer-level credit for comparable levels of coursework.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
ESL 183 C High Int. Academic Rdng/Wrtng Units: 5 Lecture: 5 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Course number change from ESL 083 C * Prerequisite revalidated * Grading option from Pass/No Pass/Letter Grade to Standard Letter Grade * CSU Transfer	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	This proposal to change ESL 082 and ESL 083 to ESL 182 and ESL 183, degree-applicable and transferable unit value is based on the following justifications: • College-level ESL is not developmental English for students born in the United States. • College-level ESL is comparable to advanced foreign language. • College-level ESL meets the definition of baccalaureate credit according to the CSU system. • The organizations for ESL professionals (CATESOL & TESOL) support this position. • There is precedent at other community colleges (Santa Ana College, the four colleges in the Los Rios Community College District, and Grossmont College) to grant transfer- level credit for comparable levels of coursework.
ESL 298 C Eng as a Second Lang Seminar Units: .5-12 Lecture: 0-12 Laboratory: 0-24	* Outline Update * Catalog Description Update * Schedule Description Update * Repeatability removed	20	Standard seminar seat count is 20	2014 Fall	Program Review Outline, catalog & schedule updated to better reflect course content.
GEOL 105 C Earth Science for Teachers Units: 4 Lecture: 3 Laboratory: 3	* Outline Update * Textbook Update * Class size from 24 to 25	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline and textbook updated to better reflect course content

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
HS 066 C Selected Topics for NURS 297 C Units: .5-2 Lecture: .5-2 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of the course to reflect the QSEN (Quality and Safety Education for Nursing) framework and to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
MATH 150AC Calculus I Units: 4 Lecture: 4 Laboratory: 0	* Outline Update * Textbook Update * Prerequisites revalidated	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations	2014 Fall	Outline & textbook updated to better reflect course content. Adjustment is being made to the listing of the course content and instructional objectives to match the CID descriptor for math 900.
MM 100 C Intro to Electronic Media Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Title change * FSAs removed C35 Photography, M45 Commercial Music, M50 Computer Information Systems, S40 Sign Language * FSAs added N92 Broadcast Technology Film/Video, P05 Graphic Arts & Q35 Media Production	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations	2014 Fall	Outline, catalog, schedule, textbook & title updated to better reflect course content. This update reflects current course identification for AS-T degree inclusion.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUS 156 C Jazz Improv - Instrumental Units: 1 Lecture: 1 Laboratory: 2	* Outline Update * Lab hours from 1 to 2	18	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work. The instructor spends an extensive amount of time giving individualized instruction and feedback on attainment of skills.	2014 Fall	Outline updated to better reflect course content. Match to Fullerton College Course removing repeatability and arranged hours.
MUS 273 C Concert Band Units: 1 Lecture: 1 Laboratory: 2	* Outline Update * Lecture hours from 3 to 1 * Lab hours from 1.25 to 2	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	Program Review Outline updated to better reflect course content.
MUSA 104 C Introduction To Concert Hour Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Title change * Course number / prefix change from MUS 122 C	60	The primary mode of instruction is lecture, demonstration, and live performances. Writing assignments are assessed mostly through the students grasp of the major concepts and structure of the presented material and performances.	2014 Fall	Outline, catalog, schedule, title, prefix/number & textbook updated to better reflect course content. This course is required of Community Colleges by CSU and UC schools for completion of the BA in Music.
MUSA 111 C Beginning Voice Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Number/prefix from MUS 126 C * Grading Option from Pass/No Pass/Letter Grade Option to Standard Letter Grade	20	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work. The instructor spends an extensive amount of time giving individualized instruction and feedback on attainment of skills.	2014 Fall	Outline, catalog, schedule, prefix/ number & textbook updated to better reflect course content. This course replaces MUS 126 C The Fine Arts Division has decided that skill-building through a sequence of courses is essential for student success to prepare the student for a successful transfer audition

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
MUSA 121 C Intermediate Guitar Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Number/prefix from MUS 231 C * Prerequisite MUSA 120 C or audition added * Class Size from 25 to 18 * Grading Option from Pass/No Pass/Letter Grade Option to Standard Letter Grade	18	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work.	2014 Fall	This course replaces MUS 231 C Intermediate Guitar (CSU)(UC) (Degree Credit) The Fine Arts Division has decided that skill-building through completion of multiple levels of courses is essential for student success in this field. This course is being created as one in a series of graduated level courses that will take the place of courses with repeatability, which is no longer an option.
MUSA 221 C Classical Guitar Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Number/prefix from MUS 232 C * Prerequisite add MUSA 121 C * Class Size from 25 to 15	15	Extensive individual instruction involving lecture, demonstration, student performance and faculty critiquing of student work.	2014 Fall	This course replaces the second semester of former course MUS 232 The Fine Arts Division has decided that skill-building through completion of multiple levels of courses is essential for student success in this field and preparation for a successful university audition. This course is one in a series of graduated level courses that will take the place of courses with repeatability, which is no longer an option.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
NURS 090 C Nursing Transitions Units: 3.5 Lecture: 2 Laboratory: 4.5	* Outline Update * Catalog Description Update * Textbook Update	20	This course consists of two components, a minor component of lecture and a major component of lab (clinical practicum). The clinical component is mandated by discipline accreditation standards National League for Nursing) to a maximum of 10 students per instructor. The course cohort consists of four (2) lab sections that can be accommodated by a lecture size of 20.	2014 Fall	Outline, catalog & textbook updated to better reflect course content. Update of the course to reflect the QSEN (Quality and Safety Education for Nursing) framework and to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 091 C Strategies-Success in Nursing Units: .5 Lecture: .5 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from ACEN (Accreditation Commission for Education in Nursing, Inc.)
NURS 103 C Basic Health Assessment Units: .5 Lecture: .5 Laboratory: 0	* Outline Update * Catalog Description Update * Textbook Update * Prerequisite revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog & textbook updated to better reflect course content. Update of course to reflect QSEN(Quality and Safety Education for Nursing) framework and to meet accreditation standards from the National League for Nursing.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
NURS 104 C Intro to ECG Interpretation Units: .5 Lecture: .5 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisites revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to meet accreditation standards from the National League for Nursing.
NURS 107 C Pain Management for Nurses Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update the course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from ACEN (Accreditation Commission for Education in Nursing, Inc.)
NURS 193 C Intro to Med-Surg Gero Nursing Units: 3.5 Lecture: 1.5 Laboratory: 6	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	40	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. This course consists of two components, a minor component of lecture and a major component of lab (clinical practicum). The clinical component is mandated by discipline accreditation standards to a maximum of 10 students per instructor. The course cohort consists of four (4) lab sections that can be accommodated by a lecture size of 40.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of the course to reflect the QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
NURS 195 C Pharmacology in Nursing II Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	25	This class requires individualized instruction as the class proceeds. Most of the time the students are engaged in practicing the specific skills they are learning, or small group activities which require individual instruction or evaluation.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 209 C Adv RN Practicum & Career Dev Units: 1-4 Lecture: .5 Laboratory: 1.5-10.5	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	25	Classes in which the instructor coordinates internship/ field practice opportunities and supervises students individually at different locations.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 291 C Pharmacology in Nursing III Units: 1 Lecture: 1 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.)

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
NURS 292 C Medical-Surgical Nursing II Units: 5 Lecture: 2.25 Laboratory: 8.25	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated & added NURS 196 C	40	This course consists of two components, a minor component of lecture and a major component of lab (clinical practicum). The clinical component is mandated by discipline accreditation standards to a maximum of 10 students per instructor. The course cohort consists of four (4) lab sections that can be accommodated by a lecture size of 40.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect the QSEN(Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 293 C Mental Health Nursing Units: 3.5 Lecture: 1.75 Laboratory: 5.25	* Outline Update * Catalog Description Update * Textbook Update * Prerequisite revalidated	40	This course consists of two components, a minor component of lecture and a major component of lab (clinical practicum). The clinical component is mandated by discipline accreditation standards to a maximum of 10 students per instructor. The class cohort consists of 2 lab sections that can be accommodated by a lecture size of 40.	2014 Fall	Outline, catalog & textbook updated to better reflect course content. Update of the course to reflect the QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
NURS 294 C Geriatric Nursing Units: 3 Lecture: 1.5 Laboratory: 4.5	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	40	This course consists of two components, a minor component of lecture and a major component of lab (clinical practicum). The clinical component is mandated by discipline accreditation standards to a maximum of ten students per instructor. The cohort consists of two lab sections that can be accommodated by a lecture size of 40.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of the course to reflect the QSEN (Quality and Safety Education for Nursing) framework and to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 295 C Pharmacology in Nursing IV Units: .5 Lecture: .5 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Prerequisite revalidated	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.).
NURS 297 C Med-Surg Nursing III Units: 5 Lecture: 2.25 Laboratory: 8.25	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Fees from \$25 to \$35 * Prerequisite change from NURS 291 C to NURS 292 C and NURS 295 C added	40	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2014 Fall	Outline, catalog, schedule & textbook updated to better reflect course content. Update of course to reflect QSEN (Quality and Safety Education for Nursing) framework and to modify the course to meet accreditation standards from the ACEN (Accreditation Commission for Education in Nursing, Inc.). Fees: The NLN Comprehensive test price has increased from \$25 to \$35

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PE 235 C First Aid, CPR & Emergencies Units: 3 Lecture: 3 Laboratory: 0	* Catalog Description Update * Schedule Description Update * Fees from \$18 to \$22	30	Class time focuses on individualized instruction, student presentation time, and/or group learning.	2014 Fall	Catalog & schedule updated to better reflect course content. Fee increase due to Red Cross increases
PE 237 C Lifeguarding Units: 1 Lecture: 1 Laboratory: 1	* Outline Update * Catalog Description Update * Schedule Description Update * Fees from \$23 to \$28	20	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog & schedule updated to better reflect course content. Fee increase due to Red Cross increases
PE 238 C Water Safety Instruction Units: 2 Lecture: 1 Laboratory: 3	* Outline Update * Catalog Description Update * Schedule Description Update * Fees from \$35 to \$42	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Outline, catalog & schedule updated to better reflect course content. Fee increase due to Red Cross increases
PE 252 C Intro to Kinesiology Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	Outline & textbook updated to better reflect course content. To meet suggestions recommended by C-ID 100
PHOT 227 C Digital Capture Workflow Units: 3 Lecture: 2 Laboratory: 4	* Outline Update * Catalog Description Update * Textbook Update * Advisories revalidated * Class size from 24 to 25	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog & textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PHOT 230 C Adv. Digital Capture Workflow Units: 3 Lecture: 2 Laboratory: 4	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Advisory revalidated * Class size from 24 to 25 * FSA added R10 Photo Technology/ Commercial Photography	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content.
PSY 120 C Human Sexuality Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Advisory revalidated	45	The primary mode of instruction is lecture and may include discussion and/or group learning.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content.
PT 110 C Nursing Science I Units: 7 Lecture: 4.5 Laboratory: 7.5	* Outline Update * FSA Q80 Nursing Science-Clinical Practitioner added	24	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Program and clinical site safety mandate.	2014 Fall	Program Review Outline updated to better reflect course content. Mandatory State Regulatory board curriculum program review to update, include and or revise content to meet BVNPT educational requirements for licensing hours.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PT 120 C Developmental Disabilities I Units: 7 Lecture: 4.5 Laboratory: 9	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Units from 7.5 to 7 * Prerequisite revalidated	24	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Program and clinical site safety mandate.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content. Mandatory State Regulatory board curriculum program review to update, include and or revise content to meet BVNPT educational requirements for licensing hours.
PT 125 C Developmental Disabilities II Units: 7 Lecture: 4 Laboratory: 9.5	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Units from 6.5 to 7 * Lecture hours from 3 to 4 * Lab hours from 10.5 to 9.5 * Instructor pay lec hours from 4 to 5 * Instructor pay lab hours from 9.5 to 8.5 * Prerequisite revalidated * FSA Q80 Nursing Science-Clinical Practitioner added	24	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Clinical site safety mandate	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content. Mandatory State Regulatory board curriculum program review to update, include and or revise content to meet BVNPT educational requirements for licensing hours and to be in compliance with title 5.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
PT 130 C Mental Disabilities I Units: 7 Lecture: 4 Laboratory: 9.5	* Outline Update * Textbook Update * Prerequisite revalidated * Units from 6.5 to 7 * Lecture hours from 3 to 4 * Lab hours from 10.5 to 9.5 * Instructor pay lab hours from 9.5 to 8.5 * FSA Q80 Nursing Science-Clinical Practioner added	24	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g performing patient treatments, administering medication, giving injections, etc.) Clinical site safety mandate.	2014 Fall	Outline & textbook updated to better reflect course content. Mandatory State Regulatory board curriculum Program Review to update, include and or revise content to meet BVNPT educational requirements for licensing hours.
PT 135 C Mental Disabilities II Units: 7 Lecture: 4 Laboratory: 9.5	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Units from 7.5 to 7 * Lecture hours from 4.5 to 4 * Lab hours from 9 to 9.5 * Instructor pay lec hours from 5.5 to 5 * Instructor pay lab hours 8 to 8.5 * FSA Q80 Nursing Science-Clinical Practioner added	24	Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds. Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations along with labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. Clinical site safety mandate.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content. Mandatory State Regulatory board curriculum program review to update, include and or revise content to meet BVNPT educational requirements for licensing hours.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
THEA 107 C Diversity in American Theater Units: 3 Lecture: 3 Laboratory: 0	* Outline Update * Textbook Update * Advisory revalidated * Class size from 45 to 35	35	While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations.	2014 Fall	Program Review Outline & textbook updated to better reflect course content.
THEA 140 C Introduction to Theater Design Units: 3 Lecture: 2 Laboratory: 3	* Outline Update * Textbook Update * Lab hours from 4 to 3	20	This class requires students to use power tools and to work with stage rigging and moving scenery. This class size of 20 students establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline and textbook updated to better reflect course content.
THEA 143 C Stagecraft Units: 3 Lecture: 2 Laboratory: 3	* Outline Update * Textbook Update	20	The class requires that the students work with stage rigging, ladders, saws, electrical and Pneumatic tools and hand tools. The class size of 20 students establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline and textbook updated to better reflect course content.
THEA 144 C Lighting Design Fundamentals Units: 3 Lecture: 2 Laboratory: 3	* Outline Update * Textbook Update	20	The class requires the students to use electricity, power tools, ladders and to work with stage rigging and moving scenery. The class size of 20 students establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline and textbook updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
THEA 145 C Fundamentals of Costume Design Units: 3 Lecture: 2 Laboratory: 3	* Outline Update	20	This class requires students to work with potentially hazardous materials and use various machines and tools, in a laboratory setting of a theater. The class size of 20 students establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline updated to better reflect course content.
THEA 146 C Scene Painting Units: 3 Lecture: 2 Laboratory: 3	* Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Fees from \$25 to \$30	20	This class requires the students to work with potentially hazardous materials, climb ladders, scenery and scaffolds in the expansive laboratory setting of a theater. The class size of 20 students establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline, catalog, schedule & textbook updated to better reflect course content.
THEA 147 C Stage Makeup Units: 3 Lecture: 2 Laboratory: 3	* Outline Update	20	This class requires the students to apply makeup to their faces in a prescribed manner that will not result in injury to their skin or eyes. The proper use of adhesives for prosthetics must be taught carefully to prevent injury to the eyes, mouth, and prevent adverse skin reaction. The class size of 20 establishes the appropriate limit of students that can be safely supervised and taught by an instructor.	2014 Fall	Program Review Outline updated to better reflect course content.

REVISED COURSES					
COURSE ID	ACTION TAKEN	CLASS SIZE	CLASS SIZE JUSTIFICATION	EFF DATE	JUSTIFICATION
THEA 148 C Production Techniques I Units: .5-3 Lecture: 0 Laboratory: 2-12	<ul style="list-style-type: none"> * Outline Update * Catalog Description Update * Schedule Description Update * Textbook Update * Title change * Units from .5-12 to .5-3 * Lab hours from 2-48 to 2-12 TBA * Prerequisite revalidated * Class size from 20 to 25 * Repeatability removed * Grading options from Standard letter grade to Pass/No Pass/Letter Grade * Change to Open entry/Open exit * FSAs removed A05 Accounting & N75 Banking & Finance 	25	Most of the time students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual instruction as the class proceeds.	2014 Fall	<p>Program Review Outline, catalog, schedule, title & textbook updated to better reflect course content.</p> <p>Leveling of class due to new repeatability changes</p>

NEW DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																																																									
Anthropology	<p>Associate in Arts in Anthropology for Transfer</p> <p>Required Core: 9 units</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>ANTH101 C or ANTH 101HC</td> <td>Biological Anthropology</td> <td>3</td> </tr> <tr> <td></td> <td>and</td> <td></td> </tr> <tr> <td>ANTH102 C or ANTH 102HC</td> <td>Cultural Anthropology</td> <td>3</td> </tr> <tr> <td></td> <td>and</td> <td></td> </tr> <tr> <td>ANTH103 C</td> <td>Introduction to Archaeology</td> <td>3</td> </tr> <tr> <td colspan="3">List A - Select 4-5 units minimum from the following (ANTH 101LC plus one other):</td> </tr> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>ANTH101LC</td> <td>Biological Anthropology Lab</td> <td>1</td> </tr> <tr> <td></td> <td>and</td> <td></td> </tr> <tr> <td>ANTH105 C</td> <td>Intro Linguistic Anthropology</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH106 C</td> <td>World Prehistory</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH107 C</td> <td>Magic, Witchcraft and Religion</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH121 C</td> <td>Native North America</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MATH120 C</td> <td>Intro Probability & Statistics</td> <td>4</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>PSY161 C or PSY 161HC</td> <td>Probability & Stats-Social Sci</td> <td>4</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>SOC161 C or SOC 161HC</td> <td>Probability & Stats-Social Sci</td> <td>4</td> </tr> <tr> <td colspan="3">List B - Select 3 units minimum from List A courses not already taken.</td> </tr> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td colspan="3">List C - Select 3 units minimum from List A courses not already taken, or from the following:</td> </tr> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>ANTH104 C</td> <td>Comparative Cultures</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH210 C</td> <td>Intro to Forensic Anthropology</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH225 C</td> <td>Cultures of Mesoamerica</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ANTH231 C</td> <td>Field Course in Archaeology</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>19 - 20</td> </tr> </table>			Units	ANTH101 C or ANTH 101HC	Biological Anthropology	3		and		ANTH102 C or ANTH 102HC	Cultural Anthropology	3		and		ANTH103 C	Introduction to Archaeology	3	List A - Select 4-5 units minimum from the following (ANTH 101LC plus one other):					Units	ANTH101LC	Biological Anthropology Lab	1		and		ANTH105 C	Intro Linguistic Anthropology	3		or		ANTH106 C	World Prehistory	3		or		ANTH107 C	Magic, Witchcraft and Religion	3		or		ANTH121 C	Native North America	3		or		MATH120 C	Intro Probability & Statistics	4		or		PSY161 C or PSY 161HC	Probability & Stats-Social Sci	4		or		SOC161 C or SOC 161HC	Probability & Stats-Social Sci	4	List B - Select 3 units minimum from List A courses not already taken.					Units	List C - Select 3 units minimum from List A courses not already taken, or from the following:					Units	ANTH104 C	Comparative Cultures	3		or		ANTH210 C	Intro to Forensic Anthropology	3		or		ANTH225 C	Cultures of Mesoamerica	3		or		ANTH231 C	Field Course in Archaeology	3	Total Units		19 - 20	2014 Fall	New Transfer degree
		Units																																																																																																										
ANTH101 C or ANTH 101HC	Biological Anthropology	3																																																																																																										
	and																																																																																																											
ANTH102 C or ANTH 102HC	Cultural Anthropology	3																																																																																																										
	and																																																																																																											
ANTH103 C	Introduction to Archaeology	3																																																																																																										
List A - Select 4-5 units minimum from the following (ANTH 101LC plus one other):																																																																																																												
		Units																																																																																																										
ANTH101LC	Biological Anthropology Lab	1																																																																																																										
	and																																																																																																											
ANTH105 C	Intro Linguistic Anthropology	3																																																																																																										
	or																																																																																																											
ANTH106 C	World Prehistory	3																																																																																																										
	or																																																																																																											
ANTH107 C	Magic, Witchcraft and Religion	3																																																																																																										
	or																																																																																																											
ANTH121 C	Native North America	3																																																																																																										
	or																																																																																																											
MATH120 C	Intro Probability & Statistics	4																																																																																																										
	or																																																																																																											
PSY161 C or PSY 161HC	Probability & Stats-Social Sci	4																																																																																																										
	or																																																																																																											
SOC161 C or SOC 161HC	Probability & Stats-Social Sci	4																																																																																																										
List B - Select 3 units minimum from List A courses not already taken.																																																																																																												
		Units																																																																																																										
List C - Select 3 units minimum from List A courses not already taken, or from the following:																																																																																																												
		Units																																																																																																										
ANTH104 C	Comparative Cultures	3																																																																																																										
	or																																																																																																											
ANTH210 C	Intro to Forensic Anthropology	3																																																																																																										
	or																																																																																																											
ANTH225 C	Cultures of Mesoamerica	3																																																																																																										
	or																																																																																																											
ANTH231 C	Field Course in Archaeology	3																																																																																																										
Total Units		19 - 20																																																																																																										

NEW DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Computer Information Systems	Mobile Application Development Certificate		2014 Fall Many industries are gradually including Mobile Applications as part of business processes. Our advisory committee members told us this is the current trend and it will keep on growing. We need to prepare our students for the job skills.
	Required courses are listed in suggested sequence:		
		Units	
	CIS211 C	Introduction to Programming 3	
	CIS226 C	Java Programming 3	
	CIS244 C	Java Game Programming 3	
		or	
	CIS252 C	Java Web & Mobil Applications 3	
	CIS254 C	Mobile App. Development 3	
	Total Units 12		
Court Reporting	Court Reporting Technology Certificate		2014 Fall There is a continued need for training in computer technology used in the court reporting profession. The courts and agencies are demanding a high level of expertise in the area of technology.
	Required courses are listed in suggested sequence:		
	CTRP070 C	Comp. Aided Trans: Stenocat 1	
		or	
	CTRP082 C	Comp. Aided Trans: ProCAT 1	
		or	
	CTRP083 C	Comp. Aided Trans: Stenograph 1	
		or	
	CTRP084 C	Comp. Aided Trans: Eclipse 1	
	CTRP085 C	Comp. Aided Trans: Dict. Bldg. 1	
	CTRP065 C	Advanced CAT Systems 2	
	CTRP091 C	Advanced Dictionary Build 1	
	CTRP092 C	Realtime Writing Concepts 2	
	CTRP093 C	Information Technology - CTRP 2	
	CTRP051 C	Court/Conf. Reporting: Legal 3	
	CTRP052 C	Court/Conference Rptg-Medical 3	
	CTRP053 C	Court/Conf. Rptg:Congressional 3	
	Total Units 18		
Court Reporting	Legal Transcription		2014 Fall There is a need for legal transcriptionists in law offices, hearings, police departments, and court reporting agencies to transcribe recorded legal proceedings.
	Required courses are listed in suggested sequence:		
	CTRP071 C	Legal Terminology & Rhetoric 3	
	MGT240 C	Legal Environment of Business 3	
	MGT143 C	Introduction to Legal Research 1	
	MGT055 C	Business English 3	
	CTRP072 C	Legal Procedures 4	
	CTRP073DC	Proofreading 1	
	CTRP067 C	Basic Vocabulary Development 2	
	CTRP068 C	Adv. Vocabulary Development 1.5	
	CTRP055 C	Court/Conf Reprtng-Jury Charge 0.5 - 3	
	CTRP056 C	Court/Conf. Rptg: Jury Charge 0.5 - 3	
		Total Units 19.5 - 24.5	

NEW DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Court Reporting	Medical Transcription		2014 Fall There is a demonstrated need for medical transcriptionists for all phases of transcription work
	Required courses are listed in suggested sequence:		
		Units	
	HS145 C	Survey of Medical Terminology 3	
	BIOL160 C	Integrated Medical Science 3	
	HS165 C	Ethical and Legal Issues 1.5	
	HS147 C	Survey of Disease 3	
	CTRP066 C	Machine Transcription-Medical 2	
	CTRP052 C	Court/Conference Rptg-Medical 1 - 3	
	CTRP078 C	Internship: Medical Reporting 2	
	CTRP068 C	Adv. Vocabulary Development 1.5	
	Total Units	17 - 19	
Philosophy & Religious Studies	Associate in Arts in Philosophy for Transfer		2014 Fall New Transfer Degree
	Core Courses (6 units) Choose 2 courses:		
	PHIL170 C	Logic and Critical Thinking 3	
		or	
	PHIL175 C	Symbolic Logic 3	
		and	
	PHIL100 C	Introduction to Philosophy 3	
		or	
	PHIL100HC	Honors Intro to Philosophy 3	
		or	
	PHIL160 C	Introduction to Ethics 3	
	List A (3 units) Any course not selected from Core, or 1 course from list below:		
	PHIL201 C	Hist of Phil: Ancient & Mediev 3	
	PHIL202 C	Hist of Phil: Modern & Contemp 3	
	List B (6 units) Any course not selected from List A, or 2 courses from list below:		
		Units	
	PHIL101 C	Intro to Religious Studies 3	
	PHIL135 C	Social & Political Philosophy 3	
	HIST110 C	Western Civilizations I 3	
		or	
	HIST110HC	Honors West. Civilizations I 3	
	HIST111 C	Western Civilizations II 3	
		or	
HIST111HC	Honors West. Civilizations II 3		
List C (3 units) Any course not selected from List A or List B.			
Total Units	18		

MODIFY DEGREES/CERTIFICATES																																																												
DEGREE		EFF DATE	JUSTIFICATION																																																									
Accounting	<p>ACCOUNTING CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ACCT101 C</td> <td>Financial Accounting</td> <td>4</td> </tr> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td>ACCT102 C</td> <td>Managerial Accounting</td> <td>4</td> </tr> <tr> <td>ACCT190 C</td> <td>Accounting Sys Design & Appl</td> <td>3</td> </tr> <tr> <td>MGT111 C</td> <td>Business Communications</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT211 C</td> <td>Writing for Business</td> <td>3</td> </tr> <tr> <td>ACCT201 C</td> <td>Intermediate Accounting</td> <td>3</td> </tr> <tr> <td>ACCT011 C</td> <td>Payroll Accounting</td> <td>2</td> </tr> <tr> <td>ACCT202 C</td> <td>Cost Accounting</td> <td>3</td> </tr> <tr> <td>ACCT204 C</td> <td>Acct-Govt & Nonprofit Entities</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>28</td> </tr> </tbody> </table>			Units	ACCT101 C	Financial Accounting	4	CIS111 C	Computer Information Systems	3	ACCT102 C	Managerial Accounting	4	ACCT190 C	Accounting Sys Design & Appl	3	MGT111 C	Business Communications	3		or		MGT211 C	Writing for Business	3	ACCT201 C	Intermediate Accounting	3	ACCT011 C	Payroll Accounting	2	ACCT202 C	Cost Accounting	3	ACCT204 C	Acct-Govt & Nonprofit Entities	3				Total Units		28	2014 Fall	Remove MGT 151 (previous math requirement) Also change description Units from 31 to 28															
		Units																																																										
ACCT101 C	Financial Accounting	4																																																										
CIS111 C	Computer Information Systems	3																																																										
ACCT102 C	Managerial Accounting	4																																																										
ACCT190 C	Accounting Sys Design & Appl	3																																																										
MGT111 C	Business Communications	3																																																										
	or																																																											
MGT211 C	Writing for Business	3																																																										
ACCT201 C	Intermediate Accounting	3																																																										
ACCT011 C	Payroll Accounting	2																																																										
ACCT202 C	Cost Accounting	3																																																										
ACCT204 C	Acct-Govt & Nonprofit Entities	3																																																										
Total Units		28																																																										
Accounting	<p>ASSOCIATE IN SCIENCE DEGREE ACCOUNTING</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ACCT101 C</td> <td>Financial Accounting</td> <td>4</td> </tr> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td>ACCT102 C</td> <td>Managerial Accounting</td> <td>4</td> </tr> <tr> <td>ACCT190 C</td> <td>Accounting Sys Design & Appl</td> <td>3</td> </tr> <tr> <td>MGT111 C</td> <td>Business Communications</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT211 C</td> <td>Writing for Business</td> <td>3</td> </tr> <tr> <td>ECON105 C</td> <td>Principles of Economics-Micro</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ECON105HC</td> <td>Honors Principles of Economics</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ECON110 C</td> <td>Survey of Economics</td> <td>3</td> </tr> <tr> <td>ACCT201 C</td> <td>Intermediate Accounting</td> <td>3</td> </tr> <tr> <td>ACCT011 C</td> <td>Payroll Accounting</td> <td>2</td> </tr> <tr> <td>ACCT202 C</td> <td>Cost Accounting</td> <td>3</td> </tr> <tr> <td>ACCT204 C</td> <td>Acct-Govt & Nonprofit Entities</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>31</td> </tr> </tbody> </table>			Units	ACCT101 C	Financial Accounting	4	CIS111 C	Computer Information Systems	3	ACCT102 C	Managerial Accounting	4	ACCT190 C	Accounting Sys Design & Appl	3	MGT111 C	Business Communications	3		or		MGT211 C	Writing for Business	3	ECON105 C	Principles of Economics-Micro	3		or		ECON105HC	Honors Principles of Economics	3		or		ECON110 C	Survey of Economics	3	ACCT201 C	Intermediate Accounting	3	ACCT011 C	Payroll Accounting	2	ACCT202 C	Cost Accounting	3	ACCT204 C	Acct-Govt & Nonprofit Entities	3				Total Units		31	2014 Fall	Remove MGT 151 (previous math requirement) Units from 34 to 31
		Units																																																										
ACCT101 C	Financial Accounting	4																																																										
CIS111 C	Computer Information Systems	3																																																										
ACCT102 C	Managerial Accounting	4																																																										
ACCT190 C	Accounting Sys Design & Appl	3																																																										
MGT111 C	Business Communications	3																																																										
	or																																																											
MGT211 C	Writing for Business	3																																																										
ECON105 C	Principles of Economics-Micro	3																																																										
	or																																																											
ECON105HC	Honors Principles of Economics	3																																																										
	or																																																											
ECON110 C	Survey of Economics	3																																																										
ACCT201 C	Intermediate Accounting	3																																																										
ACCT011 C	Payroll Accounting	2																																																										
ACCT202 C	Cost Accounting	3																																																										
ACCT204 C	Acct-Govt & Nonprofit Entities	3																																																										
Total Units		31																																																										

MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																										
ART	<p>Associate in Arts in Studio Arts for Transfer</p> <p>Core Courses (12 units)</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART112 C</td> <td>Survey of Art History II</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ART112HC</td> <td>Honors Survey Art History II</td> <td>3</td> </tr> <tr> <td>ART120 C</td> <td>Two-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART121 C</td> <td>Three-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART182 C</td> <td>Freehand Drawing</td> <td>3</td> </tr> </tbody> </table> <p>List A: Art History restricted Electives (3) Select one course from the following:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART111 C</td> <td>Survey of Art History I</td> <td>3</td> </tr> <tr> <td>ART114 C</td> <td>Modern Art History</td> <td>3</td> </tr> </tbody> </table> <p>List B: Studio Arts restricted Electives (9-10) Select one course from any three of the following areas:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART185 C</td> <td>Life Drawing</td> <td>3</td> </tr> <tr> <td>ART189 C</td> <td>Fundamentals of Painting</td> <td>3</td> </tr> <tr> <td>ART130 C</td> <td>Printmaking</td> <td>3</td> </tr> <tr> <td>ART150 C</td> <td>Ceramics Handbuilding</td> <td>3</td> </tr> <tr> <td>ART151 C</td> <td>Ceramics Throwing</td> <td>3</td> </tr> <tr> <td>MAD100 C</td> <td>Intro to Computer Graphics/Mac</td> <td>3</td> </tr> <tr> <td>PHOT101 C</td> <td>Introduction to Photography</td> <td>3</td> </tr> <tr> <td>ART123 C</td> <td>Color Theory</td> <td>3</td> </tr> <tr> <td>ART174 C</td> <td>Jewelry Design</td> <td>2</td> </tr> <tr> <td></td> <td>and</td> <td></td> </tr> <tr> <td>ART175 C</td> <td>Metalsmithing</td> <td>2</td> </tr> <tr> <td>ART140 C</td> <td>Graphic Design 1</td> <td>3</td> </tr> <tr> <td>ART183 C</td> <td>Intermediate Drawing</td> <td>3</td> </tr> </tbody> </table> <table border="1"> <tr> <td>Total Units</td> <td>24 - 25</td> </tr> </table>			Units	ART112 C	Survey of Art History II	3		or		ART112HC	Honors Survey Art History II	3	ART120 C	Two-Dimensional Design	3	ART121 C	Three-Dimensional Design	3	ART182 C	Freehand Drawing	3			Units	ART111 C	Survey of Art History I	3	ART114 C	Modern Art History	3			Units	ART185 C	Life Drawing	3	ART189 C	Fundamentals of Painting	3	ART130 C	Printmaking	3	ART150 C	Ceramics Handbuilding	3	ART151 C	Ceramics Throwing	3	MAD100 C	Intro to Computer Graphics/Mac	3	PHOT101 C	Introduction to Photography	3	ART123 C	Color Theory	3	ART174 C	Jewelry Design	2		and		ART175 C	Metalsmithing	2	ART140 C	Graphic Design 1	3	ART183 C	Intermediate Drawing	3	Total Units	24 - 25	2014 Fall	ART 183 C added as an elective
		Units																																																																											
ART112 C	Survey of Art History II	3																																																																											
	or																																																																												
ART112HC	Honors Survey Art History II	3																																																																											
ART120 C	Two-Dimensional Design	3																																																																											
ART121 C	Three-Dimensional Design	3																																																																											
ART182 C	Freehand Drawing	3																																																																											
		Units																																																																											
ART111 C	Survey of Art History I	3																																																																											
ART114 C	Modern Art History	3																																																																											
		Units																																																																											
ART185 C	Life Drawing	3																																																																											
ART189 C	Fundamentals of Painting	3																																																																											
ART130 C	Printmaking	3																																																																											
ART150 C	Ceramics Handbuilding	3																																																																											
ART151 C	Ceramics Throwing	3																																																																											
MAD100 C	Intro to Computer Graphics/Mac	3																																																																											
PHOT101 C	Introduction to Photography	3																																																																											
ART123 C	Color Theory	3																																																																											
ART174 C	Jewelry Design	2																																																																											
	and																																																																												
ART175 C	Metalsmithing	2																																																																											
ART140 C	Graphic Design 1	3																																																																											
ART183 C	Intermediate Drawing	3																																																																											
Total Units	24 - 25																																																																												

MODIFY DEGREES/CERTIFICATES																																																																																																						
DEGREE		EFF DATE	JUSTIFICATION																																																																																																			
Art	<p>ASSOCIATE IN ARTS DEGREE ART</p> <p>Required Courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART182 C</td> <td>Freehand Drawing</td> <td>3</td> </tr> <tr> <td>ART120 C</td> <td>Two-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART111 C</td> <td>Survey of Art History I</td> <td>3</td> </tr> <tr> <td>ART112 C</td> <td>Survey of Art History II</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ART112HC</td> <td>Honors Survey Art History II</td> <td>3</td> </tr> <tr> <td>ART121 C</td> <td>Three-Dimensional Design</td> <td>3</td> </tr> <tr> <td>ART123 C</td> <td>Color Theory</td> <td>3</td> </tr> </tbody> </table> <p>Select at least 15 units from the following:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ART130 C</td> <td>Introduction to Printmaking</td> <td>3</td> </tr> <tr> <td>ART131 C</td> <td>Intermediate Printmaking</td> <td>3</td> </tr> <tr> <td>ART150 C</td> <td>Ceramics Handbuilding</td> <td>3</td> </tr> <tr> <td>ART151 C</td> <td>Ceramics Throwing</td> <td>3</td> </tr> <tr> <td>ART152 C</td> <td>Technical/Conceptual Ceramics</td> <td>3</td> </tr> <tr> <td>ART153 C</td> <td>Ceramic Studio Exploration</td> <td>3</td> </tr> <tr> <td>ART154 C</td> <td>Ceramic Aesthetics & Finishes</td> <td>3</td> </tr> <tr> <td>ART161 C</td> <td>Gallery Studies 1</td> <td>3</td> </tr> <tr> <td>ART162 C</td> <td>Gallery Studies 2</td> <td>3</td> </tr> <tr> <td>ART163 C</td> <td>Gallery Studies 3</td> <td>3</td> </tr> <tr> <td>ART183 C</td> <td>Intermediate Drawing</td> <td>3</td> </tr> <tr> <td>ART184 C</td> <td>Advanced Drawing</td> <td>3</td> </tr> <tr> <td>ART185 C</td> <td>Beginning Life Drawing</td> <td>3</td> </tr> <tr> <td>ART186 C</td> <td>Intermediate Life Drawing</td> <td>3</td> </tr> <tr> <td>ART191 C</td> <td>Life Painting</td> <td>3</td> </tr> <tr> <td>ART193 C</td> <td>Portrait Painting</td> <td>3</td> </tr> <tr> <td>ART194 C</td> <td>Beginning Painting</td> <td>3</td> </tr> <tr> <td>ART195 C</td> <td>Intermediate Painting</td> <td>3</td> </tr> <tr> <td>ART196 C</td> <td>Advanced Painting</td> <td>3</td> </tr> <tr> <td>ART244 C</td> <td>Illustration</td> <td>3</td> </tr> <tr> <td>ART246 C</td> <td>Advanced Illustration</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>33</td> </tr> </tbody> </table>			Units	ART182 C	Freehand Drawing	3	ART120 C	Two-Dimensional Design	3	ART111 C	Survey of Art History I	3	ART112 C	Survey of Art History II	3		or		ART112HC	Honors Survey Art History II	3	ART121 C	Three-Dimensional Design	3	ART123 C	Color Theory	3			Units	ART130 C	Introduction to Printmaking	3	ART131 C	Intermediate Printmaking	3	ART150 C	Ceramics Handbuilding	3	ART151 C	Ceramics Throwing	3	ART152 C	Technical/Conceptual Ceramics	3	ART153 C	Ceramic Studio Exploration	3	ART154 C	Ceramic Aesthetics & Finishes	3	ART161 C	Gallery Studies 1	3	ART162 C	Gallery Studies 2	3	ART163 C	Gallery Studies 3	3	ART183 C	Intermediate Drawing	3	ART184 C	Advanced Drawing	3	ART185 C	Beginning Life Drawing	3	ART186 C	Intermediate Life Drawing	3	ART191 C	Life Painting	3	ART193 C	Portrait Painting	3	ART194 C	Beginning Painting	3	ART195 C	Intermediate Painting	3	ART196 C	Advanced Painting	3	ART244 C	Illustration	3	ART246 C	Advanced Illustration	3				Total Units		33	2014 Fall	The Art Department wanted to add the new courses that were written due to leveling to our Associate in Arts Degree Studio Art and make our program more comprehensive, as well as giving the students a broad range of options.
		Units																																																																																																				
ART182 C	Freehand Drawing	3																																																																																																				
ART120 C	Two-Dimensional Design	3																																																																																																				
ART111 C	Survey of Art History I	3																																																																																																				
ART112 C	Survey of Art History II	3																																																																																																				
	or																																																																																																					
ART112HC	Honors Survey Art History II	3																																																																																																				
ART121 C	Three-Dimensional Design	3																																																																																																				
ART123 C	Color Theory	3																																																																																																				
		Units																																																																																																				
ART130 C	Introduction to Printmaking	3																																																																																																				
ART131 C	Intermediate Printmaking	3																																																																																																				
ART150 C	Ceramics Handbuilding	3																																																																																																				
ART151 C	Ceramics Throwing	3																																																																																																				
ART152 C	Technical/Conceptual Ceramics	3																																																																																																				
ART153 C	Ceramic Studio Exploration	3																																																																																																				
ART154 C	Ceramic Aesthetics & Finishes	3																																																																																																				
ART161 C	Gallery Studies 1	3																																																																																																				
ART162 C	Gallery Studies 2	3																																																																																																				
ART163 C	Gallery Studies 3	3																																																																																																				
ART183 C	Intermediate Drawing	3																																																																																																				
ART184 C	Advanced Drawing	3																																																																																																				
ART185 C	Beginning Life Drawing	3																																																																																																				
ART186 C	Intermediate Life Drawing	3																																																																																																				
ART191 C	Life Painting	3																																																																																																				
ART193 C	Portrait Painting	3																																																																																																				
ART194 C	Beginning Painting	3																																																																																																				
ART195 C	Intermediate Painting	3																																																																																																				
ART196 C	Advanced Painting	3																																																																																																				
ART244 C	Illustration	3																																																																																																				
ART246 C	Advanced Illustration	3																																																																																																				
Total Units		33																																																																																																				

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Aviation and Travel Careers	ADVANCED AIRLINE CUSTOMER SERVICES CERTIFICATE		2014 Fall Updated program	
	Required courses are listed in numeric sequence:			
				Units
	ATC101 C	Intro to Travel Careers		3
	ATC102 C	Career Communication/Portfolio		3
	ATC174 C	Destinations: Americas/Europe		3
	ATC175 C	Destinations: Africa/Pacific		3
	ATC182 C	Cultural Tourism		3
		or		
	ATC256 C	Crew Resource Management		3
	ATC183 C	Customer Care: Airline/Travel		3
		or		
	ATC274 C	Passenger Services & Safety		3
	ATC192 C	Airline Reservations: SABRE		3
	ATC270 C	Airline Operations		3
	Electives: To complete all major course requirements, students must complete 11 elective units from the list below (if not already taken as a required course) for a total of 35 units.			
				Units
	ATC112 C	Homeland Security		3
	ATC116 C	Aviation/Trans Security		3
	ATC118 C	Disaster Preparedness/Response		3
	ATC132 C	Private Pilot		4
	ATC182 C	Cultural Tourism		3
	ATC183 C	Customer Care: Airline/Travel		3
	ATC196 C	Flight Simulator Private Pilot		1
	ATC256 C	Crew Resource Management		3
	ATC274 C	Passenger Services & Safety		3
	ATC278 C	Public Relations		3
ATC295 C	Aviation/Travel Internship	3		
ATC298 C	Aviation/Travel Seminar	0.5 - 12		
ATC299 C	Independent Study	0.5 - 2		
Total Units			35	

MODIFY DEGREES/CERTIFICATES																																																																														
DEGREE		EFF DATE	JUSTIFICATION																																																																											
Aviation and Travel Careers	<p>ADVANCED FLIGHT ATTENDANT CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC182 C</td> <td>Cultural Tourism</td> <td>3</td> </tr> <tr> <td>ATC183 C</td> <td>Customer Care: Airline/Travel</td> <td>3</td> </tr> <tr> <td>ATC256 C</td> <td>Crew Resource Management</td> <td>3</td> </tr> <tr> <td>ATC270 C</td> <td>Airline Operations</td> <td>3</td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> </tbody> </table> <p>Electives: To complete all major course requirements, students must complete 8 elective units from the list below for a total of 35 units.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC100 C</td> <td>Introduction to Aviation</td> <td>3</td> </tr> <tr> <td>ATC112 C</td> <td>Homeland Security</td> <td>3</td> </tr> <tr> <td>ATC116 C</td> <td>Aviation/Trans Security</td> <td>3</td> </tr> <tr> <td>ATC118 C</td> <td>Disaster Preparedness/Response</td> <td>3</td> </tr> <tr> <td>ATC132 C</td> <td>Private Pilot</td> <td>4</td> </tr> <tr> <td>ATC196 C</td> <td>Flight Simulator Private Pilot</td> <td>1</td> </tr> <tr> <td>ATC278 C</td> <td>Public Relations</td> <td>3</td> </tr> <tr> <td>ATC295 C</td> <td>Aviation/Travel Internship</td> <td>3</td> </tr> <tr> <td>ATC298 C</td> <td>Aviation/Travel Seminar</td> <td>0.5 - 12</td> </tr> <tr> <td>ATC299 C</td> <td>Independent Study</td> <td>0.5 - 2</td> </tr> <tr> <td>PE170 C</td> <td>Self Defense</td> <td>0.5 - 1</td> </tr> <tr> <td>PE235 C</td> <td>First Aid, CPR & Emergencies</td> <td>3</td> </tr> <tr> <td colspan="2"></td> <td></td> </tr> <tr> <td colspan="2">Total Units</td> <td>35</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC174 C	Destinations: Americas/Europe	3	ATC175 C	Destinations: Africa/Pacific	3	ATC182 C	Cultural Tourism	3	ATC183 C	Customer Care: Airline/Travel	3	ATC256 C	Crew Resource Management	3	ATC270 C	Airline Operations	3	ATC274 C	Passenger Services & Safety	3			Units	ATC100 C	Introduction to Aviation	3	ATC112 C	Homeland Security	3	ATC116 C	Aviation/Trans Security	3	ATC118 C	Disaster Preparedness/Response	3	ATC132 C	Private Pilot	4	ATC196 C	Flight Simulator Private Pilot	1	ATC278 C	Public Relations	3	ATC295 C	Aviation/Travel Internship	3	ATC298 C	Aviation/Travel Seminar	0.5 - 12	ATC299 C	Independent Study	0.5 - 2	PE170 C	Self Defense	0.5 - 1	PE235 C	First Aid, CPR & Emergencies	3				Total Units		35	2014 Fall	Updated program
		Units																																																																												
ATC101 C	Intro to Travel Careers	3																																																																												
ATC102 C	Career Communication/Portfolio	3																																																																												
ATC174 C	Destinations: Americas/Europe	3																																																																												
ATC175 C	Destinations: Africa/Pacific	3																																																																												
ATC182 C	Cultural Tourism	3																																																																												
ATC183 C	Customer Care: Airline/Travel	3																																																																												
ATC256 C	Crew Resource Management	3																																																																												
ATC270 C	Airline Operations	3																																																																												
ATC274 C	Passenger Services & Safety	3																																																																												
		Units																																																																												
ATC100 C	Introduction to Aviation	3																																																																												
ATC112 C	Homeland Security	3																																																																												
ATC116 C	Aviation/Trans Security	3																																																																												
ATC118 C	Disaster Preparedness/Response	3																																																																												
ATC132 C	Private Pilot	4																																																																												
ATC196 C	Flight Simulator Private Pilot	1																																																																												
ATC278 C	Public Relations	3																																																																												
ATC295 C	Aviation/Travel Internship	3																																																																												
ATC298 C	Aviation/Travel Seminar	0.5 - 12																																																																												
ATC299 C	Independent Study	0.5 - 2																																																																												
PE170 C	Self Defense	0.5 - 1																																																																												
PE235 C	First Aid, CPR & Emergencies	3																																																																												
Total Units		35																																																																												

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Aviation and Travel Careers	ADVANCED TRAVEL/TOURISM CERTIFICATE		2014 Fall Updated program	
	Required courses are listed in suggested sequence:			
				Units
	ATC101 C	Intro to Travel Careers		3
	ATC102 C	Career Communication/Portfolio		3
	ATC123 C	Travel Sales & Tour Operations		3
	ATC126 C	Travel Management		3
		or		
	ATC212 C	Airline/Aviation Management		3
	ATC174 C	Destinations: Americas/Europe		3
	ATC175 C	Destinations: Africa/Pacific		3
	ATC182 C	Cultural Tourism		3
	ATC192 C	Airline Reservations: SABRE		3
	ATC223 C	Cruise Line Sales & Operations		3
	Electives: To complete all major course requirements, students must complete 8 elective units from the list below for a total of 35 units.			
				Units
	ATC112 C	Homeland Security		3
	ATC116 C	Aviation/Trans Security		3
	ATC180 C	Tourism/Conference Management		3
	ATC183 C	Customer Care: Airline/Travel		3
	ATC278 C	Public Relations		3
	ATC295 C	Aviation/Travel Internship		3
	ATC298 C	Aviation/Travel Seminar		0.5 - 12
ATC299 C	Independent Study	0.5 - 2		
Total Units		35		

MODIFY DEGREES/CERTIFICATES																																																																																										
DEGREE		EFF DATE	JUSTIFICATION																																																																																							
Aviation and Travel Careers	<p>ASSOCIATE IN SCIENCE DEGREE AIRLINE CUSTOMER SERVICES</p> <p>Required courses are listed in numeric sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC182 C</td> <td>Cultural Tourism</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC256 C</td> <td>Crew Resource Management</td> <td>3</td> </tr> <tr> <td>ATC183 C</td> <td>Customer Care: Airline/Travel</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> <tr> <td>ATC192 C</td> <td>Airline Reservations: SABRE</td> <td>3</td> </tr> <tr> <td>ATC270 C</td> <td>Airline Operations</td> <td>3</td> </tr> </tbody> </table> <p>Electives: To complete all major course requirements, students must complete 11 elective units from the list below (if not already taken as a required course) for a total of 35 units.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC112 C</td> <td>Homeland Security</td> <td>3</td> </tr> <tr> <td>ATC116 C</td> <td>Aviation/Trans Security</td> <td>3</td> </tr> <tr> <td>ATC118 C</td> <td>Disaster Preparedness/Response</td> <td>3</td> </tr> <tr> <td>ATC132 C</td> <td>Private Pilot</td> <td>4</td> </tr> <tr> <td>ATC182 C</td> <td>Cultural Tourism</td> <td>3</td> </tr> <tr> <td>ATC183 C</td> <td>Customer Care: Airline/Travel</td> <td>3</td> </tr> <tr> <td>ATC196 C</td> <td>Flight Simulator Private Pilot</td> <td>1</td> </tr> <tr> <td>ATC256 C</td> <td>Crew Resource Management</td> <td>3</td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> <tr> <td>ATC278 C</td> <td>Public Relations</td> <td>3</td> </tr> <tr> <td>ATC295 C</td> <td>Aviation/Travel Internship</td> <td>3</td> </tr> <tr> <td>ATC298 C</td> <td>Aviation/Travel Seminar</td> <td>0.5 - 12</td> </tr> <tr> <td>ATC299 C</td> <td>Independent Study</td> <td>0.5 - 2</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>35</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC174 C	Destinations: Americas/Europe	3	ATC175 C	Destinations: Africa/Pacific	3	ATC182 C	Cultural Tourism	3		or		ATC256 C	Crew Resource Management	3	ATC183 C	Customer Care: Airline/Travel	3		or		ATC274 C	Passenger Services & Safety	3	ATC192 C	Airline Reservations: SABRE	3	ATC270 C	Airline Operations	3			Units	ATC112 C	Homeland Security	3	ATC116 C	Aviation/Trans Security	3	ATC118 C	Disaster Preparedness/Response	3	ATC132 C	Private Pilot	4	ATC182 C	Cultural Tourism	3	ATC183 C	Customer Care: Airline/Travel	3	ATC196 C	Flight Simulator Private Pilot	1	ATC256 C	Crew Resource Management	3	ATC274 C	Passenger Services & Safety	3	ATC278 C	Public Relations	3	ATC295 C	Aviation/Travel Internship	3	ATC298 C	Aviation/Travel Seminar	0.5 - 12	ATC299 C	Independent Study	0.5 - 2				Total Units		35	2014 Fall	Updated program
		Units																																																																																								
ATC101 C	Intro to Travel Careers	3																																																																																								
ATC102 C	Career Communication/Portfolio	3																																																																																								
ATC174 C	Destinations: Americas/Europe	3																																																																																								
ATC175 C	Destinations: Africa/Pacific	3																																																																																								
ATC182 C	Cultural Tourism	3																																																																																								
	or																																																																																									
ATC256 C	Crew Resource Management	3																																																																																								
ATC183 C	Customer Care: Airline/Travel	3																																																																																								
	or																																																																																									
ATC274 C	Passenger Services & Safety	3																																																																																								
ATC192 C	Airline Reservations: SABRE	3																																																																																								
ATC270 C	Airline Operations	3																																																																																								
		Units																																																																																								
ATC112 C	Homeland Security	3																																																																																								
ATC116 C	Aviation/Trans Security	3																																																																																								
ATC118 C	Disaster Preparedness/Response	3																																																																																								
ATC132 C	Private Pilot	4																																																																																								
ATC182 C	Cultural Tourism	3																																																																																								
ATC183 C	Customer Care: Airline/Travel	3																																																																																								
ATC196 C	Flight Simulator Private Pilot	1																																																																																								
ATC256 C	Crew Resource Management	3																																																																																								
ATC274 C	Passenger Services & Safety	3																																																																																								
ATC278 C	Public Relations	3																																																																																								
ATC295 C	Aviation/Travel Internship	3																																																																																								
ATC298 C	Aviation/Travel Seminar	0.5 - 12																																																																																								
ATC299 C	Independent Study	0.5 - 2																																																																																								
Total Units		35																																																																																								

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Aviation and Travel Careers	ASSOCIATE IN SCIENCE DEGREE AVIATION MANAGEMENT		2014 Fall Updated program	
	Required courses are listed in suggested sequence:			
		Units		
	ATC102 C	Career Communication/Portfolio		3
	ATC104 C	Air Transportation		3
		or		
	ATC270 C	Airline Operations		3
	ATC112 C	Homeland Security		3
	ATC118 C	Disaster Preparedness/Response		3
		or		
	ATC274 C	Passenger Services & Safety		3
	ATC182 C	Cultural Tourism		3
	ATC183 C	Customer Care: Airline/Travel		3
	ATC212 C	Airline/Aviation Management		3
	ATC256 C	Crew Resource Management		3
		or		
	ATC278 C	Public Relations		3
	Electives: To complete all major course requirements, students must complete 11 elective units from the list below (if not already taken as a required course) for a total of 35 units.			
		Units		
	ATC100 C	Introduction to Aviation		3
	ATC116 C	Aviation/Trans Security		3
	ATC123 C	Travel Sales & Tour Operations		3
	ATC126 C	Travel Management		3
	ATC132 C	Private Pilot		4
	ATC136 C	Air Navigation		3
	ATC140 C	Meteorology		3
	ATC180 C	Tourism/Conference Management		3
	ATC192 C	Airline Reservations: SABRE		3
	ATC196 C	Flight Simulator Private Pilot		1
	ATC232 C	Instrument Rating		3
	ATC256 C	Crew Resource Management		3
	ATC274 C	Passenger Services & Safety		3
	ATC278 C	Public Relations		3
	ATC295 C	Aviation/Travel Internship		3
	ATC278 C	Public Relations		3
ATC299 C	Independent Study	0.5 - 2		
Total Units		35		

MODIFY DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Aviation and Travel Careers	ASSOCIATE IN SCIENCE DEGREE COMMERCIAL PILOT		2014 Fall Updated program
	Required courses are listed in suggested sequence:		
	ATC102 C	Career Communication/Portfolio 3	
	ATC104 C	Air Transportation 3	
		or	
	ATC270 C	Airline Operations 3	
	ATC132 C	Private Pilot 4	
	ATC136 C	Air Navigation 3	
	ATC140 C	Meteorology 3	
	ATC144 C	Aircraft & Engines 3	
	ATC196 C	Flight Simulator Private Pilot 1	
		or	
	ATC190 C	Flight Training-Private Pilot 2	
	ATC197 C	Flight Simulator Instrument 1	
		or	
	ATC194 C	Flight Trng Instrument Rating 2	
	ATC198 C	Flight Simulator Commercial 1	
		or	
	ATC195 C	Flight Trng Commercial Pilot 2	
	ATC232 C	Instrument Rating 3	
	ATC240 C	Commercial Pilot Seminar 3	
	ATC256 C	Crew Resource Management 3	
	Electives: To complete all major course requirements, students must complete 0-4 elective units from the list below (if not already taken as a required course) for a total of 35 units.		
	ATC152 C	Glider Pilot 3	
	ATC189 C	Flight Training Device - Intro 0.5	
	ATC190 C	Flight Training-Private Pilot 2	
	ATC193 C	Flight Trng-Flight Instructor 1 - 5	
	ATC194 C	Flight Trng Instrument Rating 2	
	ATC195 C	Flight Trng Commercial Pilot 2	
	ATC197 C	Grnd Trnr. Lab - Glass Cockpit 1	
	ATC198 C	Flight Simulator Commercial 1	
	ATC199 C	Flight Simulator Instructor 1	
	ATC212 C	Airline/Aviation Management 3	
	ATC244 C	Aviation Instructor 3	
	ATC250 C	Turbine Simulator Observation 0.5	
	ATC255 C	Turbine Simulator Orientation 0.5	
	ATC295 C	Aviation/Travel Internship 3	
	ATC298 C	Aviation/Travel Seminar 0.5 - 12	
	ATC299 C	Independent Study 0.5 - 2	
	Total Units		

MODIFY DEGREES/CERTIFICATES																																																																											
DEGREE		EFF DATE	JUSTIFICATION																																																																								
Aviation and Travel Careers	<p>ASSOCIATE IN SCIENCE DEGREE FLIGHT ATTENDANT</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC182 C</td> <td>Cultural Tourism</td> <td>3</td> </tr> <tr> <td>ATC183 C</td> <td>Customer Care: Airline/Travel</td> <td>3</td> </tr> <tr> <td>ATC256 C</td> <td>Crew Resource Management</td> <td>3</td> </tr> <tr> <td>ATC270 C</td> <td>Airline Operations</td> <td>3</td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> </tbody> </table> <p>Electives: To complete all major course requirements, students must complete 8 elective units from the list below for a total of 35 units.</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC100 C</td> <td>Introduction to Aviation</td> <td>3</td> </tr> <tr> <td>ATC112 C</td> <td>Homeland Security</td> <td>3</td> </tr> <tr> <td>ATC116 C</td> <td>Aviation/Trans Security</td> <td>3</td> </tr> <tr> <td>ATC118 C</td> <td>Disaster Preparedness/Response</td> <td>3</td> </tr> <tr> <td>ATC132 C</td> <td>Private Pilot</td> <td>4</td> </tr> <tr> <td>ATC196 C</td> <td>Flight Simulator Private Pilot</td> <td>1</td> </tr> <tr> <td>ATC278 C</td> <td>Public Relations</td> <td>3</td> </tr> <tr> <td>ATC295 C</td> <td>Aviation/Travel Internship</td> <td>3</td> </tr> <tr> <td>ATC298 C</td> <td>Aviation/Travel Seminar</td> <td>0.5 - 12</td> </tr> <tr> <td>ATC299 C</td> <td>Independent Study</td> <td>0.5 - 2</td> </tr> <tr> <td>PE170 C</td> <td>Self Defense</td> <td>0.5 - 1</td> </tr> <tr> <td>PE235 C</td> <td>First Aid, CPR & Emergencies</td> <td>3</td> </tr> <tr> <td colspan="2">Total Units</td> <td>35</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC174 C	Destinations: Americas/Europe	3	ATC175 C	Destinations: Africa/Pacific	3	ATC182 C	Cultural Tourism	3	ATC183 C	Customer Care: Airline/Travel	3	ATC256 C	Crew Resource Management	3	ATC270 C	Airline Operations	3	ATC274 C	Passenger Services & Safety	3			Units	ATC100 C	Introduction to Aviation	3	ATC112 C	Homeland Security	3	ATC116 C	Aviation/Trans Security	3	ATC118 C	Disaster Preparedness/Response	3	ATC132 C	Private Pilot	4	ATC196 C	Flight Simulator Private Pilot	1	ATC278 C	Public Relations	3	ATC295 C	Aviation/Travel Internship	3	ATC298 C	Aviation/Travel Seminar	0.5 - 12	ATC299 C	Independent Study	0.5 - 2	PE170 C	Self Defense	0.5 - 1	PE235 C	First Aid, CPR & Emergencies	3	Total Units		35	2014 Fall	Updated program
		Units																																																																									
ATC101 C	Intro to Travel Careers	3																																																																									
ATC102 C	Career Communication/Portfolio	3																																																																									
ATC174 C	Destinations: Americas/Europe	3																																																																									
ATC175 C	Destinations: Africa/Pacific	3																																																																									
ATC182 C	Cultural Tourism	3																																																																									
ATC183 C	Customer Care: Airline/Travel	3																																																																									
ATC256 C	Crew Resource Management	3																																																																									
ATC270 C	Airline Operations	3																																																																									
ATC274 C	Passenger Services & Safety	3																																																																									
		Units																																																																									
ATC100 C	Introduction to Aviation	3																																																																									
ATC112 C	Homeland Security	3																																																																									
ATC116 C	Aviation/Trans Security	3																																																																									
ATC118 C	Disaster Preparedness/Response	3																																																																									
ATC132 C	Private Pilot	4																																																																									
ATC196 C	Flight Simulator Private Pilot	1																																																																									
ATC278 C	Public Relations	3																																																																									
ATC295 C	Aviation/Travel Internship	3																																																																									
ATC298 C	Aviation/Travel Seminar	0.5 - 12																																																																									
ATC299 C	Independent Study	0.5 - 2																																																																									
PE170 C	Self Defense	0.5 - 1																																																																									
PE235 C	First Aid, CPR & Emergencies	3																																																																									
Total Units		35																																																																									

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Aviation and Travel Careers	ASSOCIATE IN SCIENCE DEGREE TRAVEL/TOURISM		2014 Fall Updated program	
	Required courses are listed in suggested sequence:			
		Units		
	ATC101 C	Intro to Travel Careers		3
	ATC102 C	Career Communication/Portfolio		3
	ATC123 C	Travel Sales & Tour Operations		3
	ATC126 C	Travel Management		3
		or		
	ATC212 C	Airline/Aviation Management		3
	ATC174 C	Destinations: Americas/Europe		3
	ATC175 C	Destinations: Africa/Pacific		3
	ATC182 C	Cultural Tourism		3
	ATC192 C	Airline Reservations: SABRE		3
	ATC223 C	Cruise Line Sales & Operations		3
	Electives: To complete all major course requirements, students must complete 8 elective units from the list below for a total of 35 units.			
		Units		
	ATC112 C	Homeland Security		3
	ATC116 C	Aviation/Trans Security		3
	ATC180 C	Tourism/Conference Management		3
	ATC183 C	Customer Care: Airline/Travel		3
	ATC278 C	Public Relations		3
	ATC295 C	Aviation/Travel Internship		3
	ATC298 C	Aviation/Travel Seminar		0.5 - 12
ATC299 C	Independent Study	0.5 - 2		
Total Units		35		
Aviation and Travel Careers	AVIATION CERTIFICATE I - PRIVATE PILOT		2014 Fall Updated program	
	Required courses are listed in suggested sequence:			
	ATC102 C	Career Communication/Portfolio		3
	ATC104 C	Air Transportation		3
		or		
	ATC270 C	Airline Operations		3
	ATC132 C	Private Pilot		4
	ATC140 C	Meteorology		3
	ATC144 C	Aircraft & Engines		3
	ATC196 C	Flight Simulator Private Pilot		1
		or		
	ATC190 C	Flight Training-Private Pilot		2
Total Units		17 - 18		

MODIFY DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Aviation and Travel Careers	AVIATION CERTIFICATE II - INSTRUMENT PILOT		2014 Fall Updated program
	Required courses are listed in suggested sequence:		
	ATC102 C	Career Communication/Portfolio 3	
	ATC104 C	Air Transportation 3	
		or	
	ATC270 C	Airline Operations 3	
	ATC132 C	Private Pilot 4	
	ATC136 C	Air Navigation 3	
	ATC140 C	Meteorology 3	
	ATC144 C	Aircraft & Engines 3	
	ATC196 C	Flight Simulator Private Pilot 1	
		or	
	ATC190 C	Flight Training-Private Pilot 2	
	ATC197 C	Flight Simulator Instrument 1	
		or	
	ATC194 C	Flight Trng Instrument Rating 2	
	ATC232 C	Instrument Rating 3	
Total Units	24 - 26		
Aviation and Travel Careers	AVIATION CERTIFICATE III - COMMERCIAL PILOT		2014 Fall Updated program
	Required courses are listed in suggested sequence:		
	ATC102 C	Career Communication/Portfolio 3	
	ATC104 C	Air Transportation 3	
		or	
	ATC270 C	Airline Operations 3	
	ATC132 C	Private Pilot 4	
	ATC136 C	Air Navigation 3	
	ATC140 C	Meteorology 3	
	ATC144 C	Aircraft & Engines 3	
	ATC196 C	Flight Simulator Private Pilot 1	
		or	
	ATC190 C	Flight Training-Private Pilot 2	
	ATC197 C	Flight Simulator Instrument 1	
		or	
	ATC194 C	Flight Trng Instrument Rating 2	
	ATC198 C	Flight Simulator Commercial 1	
	or		
ATC195 C	Flight Trng Commercial Pilot 2		
ATC232 C	Instrument Rating 3		
ATC240 C	Commercial Pilot Seminar 3		
ATC256 C	Crew Resource Management 3		
Total Units	31 - 34		

MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																																																																		
Aviation and Travel Careers	<p>AVIATION CERTIFICATE IV--ADVANCED PILOT</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <tr><td>ATC102 C</td><td>Career Communication/Portfolio</td><td>3</td></tr> <tr><td>ATC104 C</td><td>Air Transportation</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ATC270 C</td><td>Airline Operations</td><td>3</td></tr> <tr><td>ATC132 C</td><td>Private Pilot</td><td>4</td></tr> <tr><td>ATC136 C</td><td>Air Navigation</td><td>3</td></tr> <tr><td>ATC140 C</td><td>Meteorology</td><td>3</td></tr> <tr><td>ATC144 C</td><td>Aircraft & Engines</td><td>3</td></tr> <tr><td>ATC196 C</td><td>Flight Simulator Private Pilot</td><td>1</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ATC190 C</td><td>Flight Training-Private Pilot</td><td>2</td></tr> <tr><td>ATC197 C</td><td>Flight Simulator Instrument</td><td>1</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ATC194 C</td><td>Flight Trng Instrument Rating</td><td>2</td></tr> <tr><td>ATC198 C</td><td>Flight Simulator Commercial</td><td>1</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ATC195 C</td><td>Flight Trng Commercial Pilot</td><td>2</td></tr> <tr><td>ATC232 C</td><td>Instrument Rating</td><td>3</td></tr> <tr><td>ATC240 C</td><td>Commercial Pilot Seminar</td><td>3</td></tr> <tr><td>ATC256 C</td><td>Crew Resource Management</td><td>3</td></tr> </table> <p>Electives: To complete all major course requirements, students must complete 0 to 4 elective units from the list below (if not already taken as a required course) for a total of 35 units.</p> <table border="1"> <tr><td>ATC152 C</td><td>Glider Pilot</td><td>3</td></tr> <tr><td>ATC189 C</td><td>Flight Training Device - Intro</td><td>0.5</td></tr> <tr><td>ATC190 C</td><td>Flight Training-Private Pilot</td><td>2</td></tr> <tr><td>ATC193 C</td><td>Flight Trng-Flight Instructor</td><td>1 - 5</td></tr> <tr><td>ATC194 C</td><td>Flight Trng Instrument Rating</td><td>2</td></tr> <tr><td>ATC195 C</td><td>Flight Trng Commercial Pilot</td><td>2</td></tr> <tr><td>ATC196 C</td><td>Flight Simulator Private Pilot</td><td>1</td></tr> <tr><td>ATC197 C</td><td>Flight Simulator Instrument</td><td>1</td></tr> <tr><td>ATC198 C</td><td>Flight Simulator Commercial</td><td>1</td></tr> <tr><td>ATC199 C</td><td>Flight Simulator Instructor</td><td>1</td></tr> <tr><td>ATC212 C</td><td>Airline/Aviation Management</td><td>3</td></tr> <tr><td>ATC244 C</td><td>Aviation Instructor</td><td>3</td></tr> <tr><td>ATC250 C</td><td>Turbine Simulator Observation</td><td>0.5</td></tr> <tr><td>ATC255 C</td><td>Turbine Simulator Orientation</td><td>0.5</td></tr> <tr><td>ATC295 C</td><td>Aviation/Travel Internship</td><td>3</td></tr> <tr><td>ATC298 C</td><td>Aviation/Travel Seminar</td><td>0.5 - 12</td></tr> <tr><td>ATC299 C</td><td>Independent Study</td><td>0.5 - 2</td></tr> <tr><td>Total Units</td><td></td><td>35</td></tr> </table>	ATC102 C	Career Communication/Portfolio	3	ATC104 C	Air Transportation	3		or		ATC270 C	Airline Operations	3	ATC132 C	Private Pilot	4	ATC136 C	Air Navigation	3	ATC140 C	Meteorology	3	ATC144 C	Aircraft & Engines	3	ATC196 C	Flight Simulator Private Pilot	1		or		ATC190 C	Flight Training-Private Pilot	2	ATC197 C	Flight Simulator Instrument	1		or		ATC194 C	Flight Trng Instrument Rating	2	ATC198 C	Flight Simulator Commercial	1		or		ATC195 C	Flight Trng Commercial Pilot	2	ATC232 C	Instrument Rating	3	ATC240 C	Commercial Pilot Seminar	3	ATC256 C	Crew Resource Management	3	ATC152 C	Glider Pilot	3	ATC189 C	Flight Training Device - Intro	0.5	ATC190 C	Flight Training-Private Pilot	2	ATC193 C	Flight Trng-Flight Instructor	1 - 5	ATC194 C	Flight Trng Instrument Rating	2	ATC195 C	Flight Trng Commercial Pilot	2	ATC196 C	Flight Simulator Private Pilot	1	ATC197 C	Flight Simulator Instrument	1	ATC198 C	Flight Simulator Commercial	1	ATC199 C	Flight Simulator Instructor	1	ATC212 C	Airline/Aviation Management	3	ATC244 C	Aviation Instructor	3	ATC250 C	Turbine Simulator Observation	0.5	ATC255 C	Turbine Simulator Orientation	0.5	ATC295 C	Aviation/Travel Internship	3	ATC298 C	Aviation/Travel Seminar	0.5 - 12	ATC299 C	Independent Study	0.5 - 2	Total Units		35	2014 Fall	Updated program
ATC102 C	Career Communication/Portfolio	3																																																																																																																			
ATC104 C	Air Transportation	3																																																																																																																			
	or																																																																																																																				
ATC270 C	Airline Operations	3																																																																																																																			
ATC132 C	Private Pilot	4																																																																																																																			
ATC136 C	Air Navigation	3																																																																																																																			
ATC140 C	Meteorology	3																																																																																																																			
ATC144 C	Aircraft & Engines	3																																																																																																																			
ATC196 C	Flight Simulator Private Pilot	1																																																																																																																			
	or																																																																																																																				
ATC190 C	Flight Training-Private Pilot	2																																																																																																																			
ATC197 C	Flight Simulator Instrument	1																																																																																																																			
	or																																																																																																																				
ATC194 C	Flight Trng Instrument Rating	2																																																																																																																			
ATC198 C	Flight Simulator Commercial	1																																																																																																																			
	or																																																																																																																				
ATC195 C	Flight Trng Commercial Pilot	2																																																																																																																			
ATC232 C	Instrument Rating	3																																																																																																																			
ATC240 C	Commercial Pilot Seminar	3																																																																																																																			
ATC256 C	Crew Resource Management	3																																																																																																																			
ATC152 C	Glider Pilot	3																																																																																																																			
ATC189 C	Flight Training Device - Intro	0.5																																																																																																																			
ATC190 C	Flight Training-Private Pilot	2																																																																																																																			
ATC193 C	Flight Trng-Flight Instructor	1 - 5																																																																																																																			
ATC194 C	Flight Trng Instrument Rating	2																																																																																																																			
ATC195 C	Flight Trng Commercial Pilot	2																																																																																																																			
ATC196 C	Flight Simulator Private Pilot	1																																																																																																																			
ATC197 C	Flight Simulator Instrument	1																																																																																																																			
ATC198 C	Flight Simulator Commercial	1																																																																																																																			
ATC199 C	Flight Simulator Instructor	1																																																																																																																			
ATC212 C	Airline/Aviation Management	3																																																																																																																			
ATC244 C	Aviation Instructor	3																																																																																																																			
ATC250 C	Turbine Simulator Observation	0.5																																																																																																																			
ATC255 C	Turbine Simulator Orientation	0.5																																																																																																																			
ATC295 C	Aviation/Travel Internship	3																																																																																																																			
ATC298 C	Aviation/Travel Seminar	0.5 - 12																																																																																																																			
ATC299 C	Independent Study	0.5 - 2																																																																																																																			
Total Units		35																																																																																																																			

MODIFY DEGREES/CERTIFICATES				
DEGREE		EFF DATE	JUSTIFICATION	
Aviation and Travel Careers	Aviation Management Certificate		2014 Fall Updated program	
	Required courses are listed in suggested sequence.			
		Units		
	ATC102 C	Career Communication/Portfolio		3
	ATC104 C	Air Transportation		3
		or		
	ATC270 C	Airline Operations		3
	ATC112 C	Homeland Security		3
	ATC118 C	Disaster Preparedness/Response		3
		or		
	ATC274 C	Passenger Services & Safety		3
	ATC182 C	Cultural Tourism		3
	ATC183 C	Customer Care: Airline/Travel		3
	ATC212 C	Airline/Aviation Management		3
	ATC256 C	Crew Resource Management		3
		or		
	ATC278 C	Public Relations		3
	Electives: To complete all major course requirements, students must complete 11 elective units from the list below (if not already taken as a required course) for a total of 35 units.			
		Units		
	ATC100 C	Introduction to Aviation		3
	ATC116 C	Aviation/Trans Security		3
	ATC123 C	Travel Sales & Tour Operations		3
	ATC126 C	Travel Management		3
	ATC132 C	Private Pilot		4
	ATC136 C	Air Navigation		3
	ATC140 C	Meteorology		3
	ATC180 C	Tourism/Conference Management		3
	ATC192 C	Airline Reservations: SABRE		3
	ATC196 C	Flight Simulator Private Pilot		1
	ATC232 C	Instrument Rating		3
	ATC256 C	Crew Resource Management		3
	ATC274 C	Passenger Services & Safety		3
ATC278 C	Public Relations	3		
ATC295 C	Aviation/Travel Internship	3		
ATC298 C	Aviation/Travel Seminar	0.5 - 12		
ATC299 C	Independent Study	0.5 - 2		
Total Units		35		

MODIFY DEGREES/CERTIFICATES																																							
DEGREE		EFF DATE	JUSTIFICATION																																				
Aviation and Travel Careers	<p>BASIC AIRLINE CUSTOMER SERVICES CERTIFICATE</p> <p>Required courses are listed in numeric sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC192 C</td> <td>Airline Reservations: SABRE</td> <td>3</td> </tr> <tr> <td>ATC270 C</td> <td>Airline Operations</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>15</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC174 C	Destinations: Americas/Europe	3		or		ATC175 C	Destinations: Africa/Pacific	3	ATC192 C	Airline Reservations: SABRE	3	ATC270 C	Airline Operations	3				Total Units		15	2014 Fall	Updated program						
		Units																																					
ATC101 C	Intro to Travel Careers	3																																					
ATC102 C	Career Communication/Portfolio	3																																					
ATC174 C	Destinations: Americas/Europe	3																																					
	or																																						
ATC175 C	Destinations: Africa/Pacific	3																																					
ATC192 C	Airline Reservations: SABRE	3																																					
ATC270 C	Airline Operations	3																																					
Total Units		15																																					
Aviation and Travel Careers	<p>BASIC FLIGHT ATTENDANT CERTIFICATE</p> <p>Required courses are listed in numeric sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC183 C</td> <td>Customer Care: Airline/Travel</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC270 C</td> <td>Airline Operations</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>15</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC183 C	Customer Care: Airline/Travel	3		or		ATC274 C	Passenger Services & Safety	3	ATC174 C	Destinations: Americas/Europe	3		or		ATC175 C	Destinations: Africa/Pacific	3	ATC270 C	Airline Operations	3				Total Units		15	2014 Fall	Updated program
		Units																																					
ATC101 C	Intro to Travel Careers	3																																					
ATC102 C	Career Communication/Portfolio	3																																					
ATC183 C	Customer Care: Airline/Travel	3																																					
	or																																						
ATC274 C	Passenger Services & Safety	3																																					
ATC174 C	Destinations: Americas/Europe	3																																					
	or																																						
ATC175 C	Destinations: Africa/Pacific	3																																					
ATC270 C	Airline Operations	3																																					
Total Units		15																																					
Aviation and Travel Careers	<p>BASIC TRAVEL/TOURISM CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ATC101 C</td> <td>Intro to Travel Careers</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC123 C</td> <td>Travel Sales & Tour Operations</td> <td>3</td> </tr> <tr> <td>ATC174 C</td> <td>Destinations: Americas/Europe</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC175 C</td> <td>Destinations: Africa/Pacific</td> <td>3</td> </tr> <tr> <td>ATC192 C</td> <td>Airline Reservations: SABRE</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>15</td> </tr> </tbody> </table>			Units	ATC101 C	Intro to Travel Careers	3	ATC102 C	Career Communication/Portfolio	3	ATC123 C	Travel Sales & Tour Operations	3	ATC174 C	Destinations: Americas/Europe	3		or		ATC175 C	Destinations: Africa/Pacific	3	ATC192 C	Airline Reservations: SABRE	3				Total Units		15	2014 Fall	Deleted ATC 191 due to course deactivation and merge of ATC and AVIA. Not a reactivation, just an update.						
		Units																																					
ATC101 C	Intro to Travel Careers	3																																					
ATC102 C	Career Communication/Portfolio	3																																					
ATC123 C	Travel Sales & Tour Operations	3																																					
ATC174 C	Destinations: Americas/Europe	3																																					
	or																																						
ATC175 C	Destinations: Africa/Pacific	3																																					
ATC192 C	Airline Reservations: SABRE	3																																					
Total Units		15																																					

MODIFY DEGREES/CERTIFICATES																																										
DEGREE		EFF DATE	JUSTIFICATION																																							
Aviation and Travel Careers	<p>HOMELAND TRANSPORTATION SECURITY CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AJ100 C</td> <td>Intro to Law Enforcement</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>AJ110AC</td> <td>Criminal Law</td> <td>3</td> </tr> <tr> <td>ATC102 C</td> <td>Career Communication/Portfolio</td> <td>3</td> </tr> <tr> <td>ATC112 C</td> <td>Homeland Security</td> <td>3</td> </tr> <tr> <td>ATC116 C</td> <td>Aviation/Trans Security</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC256 C</td> <td>Crew Resource Management</td> <td>3</td> </tr> <tr> <td>ATC118 C</td> <td>Disaster Preparedness/Response</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ATC274 C</td> <td>Passenger Services & Safety</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>15</td> </tr> </tbody> </table>			Units	AJ100 C	Intro to Law Enforcement	3		or		AJ110AC	Criminal Law	3	ATC102 C	Career Communication/Portfolio	3	ATC112 C	Homeland Security	3	ATC116 C	Aviation/Trans Security	3		or		ATC256 C	Crew Resource Management	3	ATC118 C	Disaster Preparedness/Response	3		or		ATC274 C	Passenger Services & Safety	3	Total Units		15	2014 Fall	Due to budget cuts, ATC 114, 116, and 118 have not been offered. ATC 114 is being deactivated and options are being provided for 116 and 118 until such time as ATC 116 and 118 can be offered.
		Units																																								
AJ100 C	Intro to Law Enforcement	3																																								
	or																																									
AJ110AC	Criminal Law	3																																								
ATC102 C	Career Communication/Portfolio	3																																								
ATC112 C	Homeland Security	3																																								
ATC116 C	Aviation/Trans Security	3																																								
	or																																									
ATC256 C	Crew Resource Management	3																																								
ATC118 C	Disaster Preparedness/Response	3																																								
	or																																									
ATC274 C	Passenger Services & Safety	3																																								
Total Units		15																																								
Computer Information Systems	<p>Advanced Networking Certificate</p> <p>Take 4 of the following courses:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CIS187 C</td> <td>MS Windows Exchange Server</td> <td>3</td> </tr> <tr> <td>CIS195 C</td> <td>Network Security</td> <td>3</td> </tr> <tr> <td>CIS196 C</td> <td>Anti-Hacking Network Security</td> <td>3</td> </tr> <tr> <td>CIS202 C</td> <td>VMware Virtualization Network</td> <td>3</td> </tr> <tr> <td>CIS231 C</td> <td>Cisco Networking 2</td> <td>3</td> </tr> <tr> <td>CIS239 C</td> <td>CCNA Bootcamp</td> <td>3</td> </tr> <tr> <td>CIS248 C</td> <td>Voice Over IP</td> <td>3</td> </tr> <tr> <td>CIS258 C</td> <td>CCNA Security</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>12</td> </tr> </tbody> </table>			Units	CIS187 C	MS Windows Exchange Server	3	CIS195 C	Network Security	3	CIS196 C	Anti-Hacking Network Security	3	CIS202 C	VMware Virtualization Network	3	CIS231 C	Cisco Networking 2	3	CIS239 C	CCNA Bootcamp	3	CIS248 C	Voice Over IP	3	CIS258 C	CCNA Security	3	Total Units		12	2014 Fall	Reduced the number of units from 15 to 12 units and gave more flexibility to students in terms of selecting courses. Eliminated courses that are no longer offered. Replaced some of the existing courses according to the latest technology.									
		Units																																								
CIS187 C	MS Windows Exchange Server	3																																								
CIS195 C	Network Security	3																																								
CIS196 C	Anti-Hacking Network Security	3																																								
CIS202 C	VMware Virtualization Network	3																																								
CIS231 C	Cisco Networking 2	3																																								
CIS239 C	CCNA Bootcamp	3																																								
CIS248 C	Voice Over IP	3																																								
CIS258 C	CCNA Security	3																																								
Total Units		12																																								
Computer Information Systems	<p>COMPUTER SOFTWARE AND APPLICATION CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <tbody> <tr> <td>CIS100 C</td> <td>Intro-Comp & Windows Concepts</td> <td>3</td> </tr> <tr> <td>CIS101 C</td> <td>Intro MS Word/Doc Formatting</td> <td>4</td> </tr> <tr> <td>CIS150 C</td> <td>Microsoft Office Applications</td> <td>3</td> </tr> <tr> <td>CIS250 C</td> <td>Word Processing</td> <td>2</td> </tr> <tr> <td>CIS115 C</td> <td>Desktop Publishing - Publisher</td> <td>2</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS075 C</td> <td>Business Skills Development</td> <td>2</td> </tr> <tr> <td>CIS103 C</td> <td>Microsoft Excel and PowerPoint</td> <td>3</td> </tr> <tr> <td>CIS113 C</td> <td>MS Access and Expression Web</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>20</td> </tr> </tbody> </table>	CIS100 C	Intro-Comp & Windows Concepts	3	CIS101 C	Intro MS Word/Doc Formatting	4	CIS150 C	Microsoft Office Applications	3	CIS250 C	Word Processing	2	CIS115 C	Desktop Publishing - Publisher	2		or		CIS075 C	Business Skills Development	2	CIS103 C	Microsoft Excel and PowerPoint	3	CIS113 C	MS Access and Expression Web	3	Total Units		20	2014 Fall	CIS 50 course number has been changed to CIS 100 to reflect upgraded level of course.									
CIS100 C	Intro-Comp & Windows Concepts	3																																								
CIS101 C	Intro MS Word/Doc Formatting	4																																								
CIS150 C	Microsoft Office Applications	3																																								
CIS250 C	Word Processing	2																																								
CIS115 C	Desktop Publishing - Publisher	2																																								
	or																																									
CIS075 C	Business Skills Development	2																																								
CIS103 C	Microsoft Excel and PowerPoint	3																																								
CIS113 C	MS Access and Expression Web	3																																								
Total Units		20																																								

MODIFY DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Computer Information Systems	JAVA PROGRAMMING CERTIFICATE		2014 Fall CIS 111 C added, and or added between CIS 234 C or CIS 252 C No unit change
	Required courses are listed in suggested sequence:		
		Units	
	CIS111 C	Computer Information Systems 3	
	CIS211 C	Introduction to Programming 3	
	CIS226 C	Java Programming 3	
	CIS234 C	Advanced Java Programming 3	
		or	
	CIS252 C	Java Web & Mobil Applications 3	
	Total Units 12		
Computer Information Systems	MICROSOFT NETWORKING CERTIFICATE		2014 Fall Updating the certificate in order to be more compatible with today's networking job market since Microsoft has revised the networking certifications according to the new version of Windows Server. Units from 18 to 15
	Required courses are listed in suggested sequence:		
		Units	
	CIS182 C	Data Communications Management 3	
	CIS185 C	Microsoft Client/Server Admin 3	
	CIS189 C	MS Windows Active Directory 3	
	CIS191 C	Network Infrastructure Admin. 3	
	CIS187 C	MS Windows Exchange Server 3	
		Total Units 15	
Computer Information Systems	Network Virtualization Certificate		2014 Fall The CIS 185 course title has been changed to "Microsoft Client/Server Admin", therefore the change must be reflected in the certificate. In addition, the CIS163 was removed since our inquiries indicated the course is not related to the program. Units from 15 to 12
	Required courses are listed in suggested sequence:		
		Units	
	CIS185 C	Microsoft Client/Server Admin 3	
	CIS189 C	MS Windows Active Directory 3	
	CIS201 C	MS Virtualization Network 3	
	CIS202 C	VMware Virtualization Network 3	
		Total Units 12	
Computer Information Systems	PC/NETWORK HARDWARE SUPPORT CERTIFICATE		2014 Fall The CIS 185 is one of the courses of the program. The course title has been changed to "Microsoft Client/Server Admin". CIS 182 C and CIS 185 C removed. Units from 15 to 12
	Required courses are listed in suggested sequence:		
		Units	
	CIS161 C	PC Operating System 3	
	CIS162 C	PC Hardware Configurations 3	
	CIS163 C	Intro to Network Hardware 3	
	CIS164 C	Computer Desktop Support 3	
		Total Units 12	

MODIFY DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Computer Information Systems	WEB PAGE DESIGN CERTIFICATE		2014 Fall The CIS 157 has been deleted from the CIS department course list therefore, the course would no longer be listed in the certificate.
	Required courses are listed in suggested sequence:		
		Units	
	CIS108 C	Introduction to Internet 2	
	CIS109 C	E-Business Applications 3	
	CIS155 C	Microsoft Expression Web Apps 3	
	CIS179 C	Intro to Web Page Design 3	
	CIS211 C	Introduction to Programming 3	
	CIS220 C	Web Page Programming 3	
		or	
CIS227 C	Java Script Programming & AJAX 3		
	Total Units 17		
Court Reporting	CART CERTIFICATE		2014 Fall The new court reporting software is windows based, therefore, there is no need for additional CIS classes for computer literacy
	Required courses are listed in suggested sequence:		
	CTRP040 C	Beg. Machine Shorthand Theory 3	
	CTRP041 C	Court Reporting Theory Review 3	
	CTRP042 C	Machine Shorthand Speed Bldg 1 2	
	CTRP043 C	Machine Shorthand Speed Bldg 2 2	
	CTRP044 C	Machine Shorthand Speed Bldg 3 2	
	CTRP045 C	Machine Shorthand Speed Bldg 4 2	
	CTRP051 C	Court/Conf. Reporting: Legal 3	
	CTRP052 C	Court/Conference Rptg-Medical 3	
	CTRP067 C	Basic Vocabulary Development 2	
	CTRP068 C	Adv. Vocabulary Development 1.5	
	CTRP092 C	Realtime Writing Concepts 2	
	CTRP079 C	Internship: CART 2	
	CTRP090 C	Court/Conf Reprtn: Literary 3	
	CTRP089 C	Court & Conf. Rptg.: Lit. II 3	
	ENGL180 C	Sign Language-SEE Level 1 3	
	Total Units 36.5		
Court Reporting	HEARING REPORTER CERTIFICATE		2014 Fall This program is being updated to more accurately reflect the needs of the community. Variable courses and units changed from 5.5-19 to 19 State control number was never issued and certificate was not in the catalog.
	Required courses are listed in suggested sequence:		
		Units	
	CTRP090 C	Court/Conf Reprtn: Literary 3	
	CTRP052 C	Court/Conference Rptg-Medical 3	
	CTRP056 C	Court/Conf. Rptg: Jury Charge 3	
	CTRP053 C	Court/Conf. Rptg:Congressional 3	
	CTRP087 C	Internship: Hearing Reporter 2	
	CTRP092 C	Realtime Writing Concepts 2	
	CTRP055 C	Court/Conf Reprtn-Jury Charge 3	
	Total Units 19		

MODIFY DEGREES/CERTIFICATES																																																																																																															
DEGREE		EFF DATE	JUSTIFICATION																																																																																																												
Dance	<p>ASSOCIATE IN ARTS DEGREE DANCE</p> <p>Required Courses</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>DANC101 C</td> <td>Multicultural Dance in the US</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC100 C</td> <td>Intro to Dance Appreciation</td> <td>3</td> </tr> <tr> <td>DANC105 C</td> <td>Ballet I</td> <td>2</td> </tr> <tr> <td>DANC106 C</td> <td>Ballet II</td> <td>2</td> </tr> <tr> <td>DANC107 C</td> <td>Modern Dance I</td> <td>2</td> </tr> <tr> <td>DANC108 C</td> <td>Modern Dance II</td> <td>2</td> </tr> <tr> <td>DANC111 C</td> <td>Jazz Dance I</td> <td>2</td> </tr> <tr> <td>DANC112 C</td> <td>Jazz Dance II</td> <td>2</td> </tr> <tr> <td>DANC202 C</td> <td>Elements of Choreography</td> <td>2</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC109 C</td> <td>Dance Improvisation</td> <td>2</td> </tr> <tr> <td>DANC141 C</td> <td>Performance Class I</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC214 C</td> <td>Dance Repertory</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC142 C</td> <td>Performance Class II</td> <td>2 - 3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC143 C</td> <td>Performance Class III</td> <td>2 - 3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>DANC144 C</td> <td>Performance Class IV</td> <td>2 - 3</td> </tr> <tr> <td colspan="3">Select 2 courses from the following:</td> </tr> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>DANC130 C</td> <td>Afro-Caribbean Dance</td> <td>1</td> </tr> <tr> <td>DANC136 C</td> <td>Middle Eastern Dance</td> <td>1</td> </tr> <tr> <td>DANC137 C</td> <td>Latin and Swing Dance</td> <td>1</td> </tr> <tr> <td>DANC139 C</td> <td>Ballroom I</td> <td>1</td> </tr> <tr> <td colspan="3">Select 2-3 units from the following:</td> </tr> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>THEA145 C</td> <td>Fundamentals of Costume Design</td> <td>3</td> </tr> <tr> <td>THEA144 C</td> <td>Lighting Design Fundamentals</td> <td>3</td> </tr> <tr> <td>DANC203 C</td> <td>Dance Production</td> <td>1 - 2</td> </tr> <tr> <td>DANC205 C</td> <td>Dance Ensemble</td> <td>1 - 2</td> </tr> <tr> <td colspan="3"></td> </tr> <tr> <td colspan="2">Total Units</td> <td>23 - 25</td> </tr> </tbody> </table>			Units	DANC101 C	Multicultural Dance in the US	3		or		DANC100 C	Intro to Dance Appreciation	3	DANC105 C	Ballet I	2	DANC106 C	Ballet II	2	DANC107 C	Modern Dance I	2	DANC108 C	Modern Dance II	2	DANC111 C	Jazz Dance I	2	DANC112 C	Jazz Dance II	2	DANC202 C	Elements of Choreography	2		or		DANC109 C	Dance Improvisation	2	DANC141 C	Performance Class I	3		or		DANC214 C	Dance Repertory	3		or		DANC142 C	Performance Class II	2 - 3		or		DANC143 C	Performance Class III	2 - 3		or		DANC144 C	Performance Class IV	2 - 3	Select 2 courses from the following:					Units	DANC130 C	Afro-Caribbean Dance	1	DANC136 C	Middle Eastern Dance	1	DANC137 C	Latin and Swing Dance	1	DANC139 C	Ballroom I	1	Select 2-3 units from the following:					Units	THEA145 C	Fundamentals of Costume Design	3	THEA144 C	Lighting Design Fundamentals	3	DANC203 C	Dance Production	1 - 2	DANC205 C	Dance Ensemble	1 - 2				Total Units		23 - 25	2014 Fall	Adding/changing courses
		Units																																																																																																													
DANC101 C	Multicultural Dance in the US	3																																																																																																													
	or																																																																																																														
DANC100 C	Intro to Dance Appreciation	3																																																																																																													
DANC105 C	Ballet I	2																																																																																																													
DANC106 C	Ballet II	2																																																																																																													
DANC107 C	Modern Dance I	2																																																																																																													
DANC108 C	Modern Dance II	2																																																																																																													
DANC111 C	Jazz Dance I	2																																																																																																													
DANC112 C	Jazz Dance II	2																																																																																																													
DANC202 C	Elements of Choreography	2																																																																																																													
	or																																																																																																														
DANC109 C	Dance Improvisation	2																																																																																																													
DANC141 C	Performance Class I	3																																																																																																													
	or																																																																																																														
DANC214 C	Dance Repertory	3																																																																																																													
	or																																																																																																														
DANC142 C	Performance Class II	2 - 3																																																																																																													
	or																																																																																																														
DANC143 C	Performance Class III	2 - 3																																																																																																													
	or																																																																																																														
DANC144 C	Performance Class IV	2 - 3																																																																																																													
Select 2 courses from the following:																																																																																																															
		Units																																																																																																													
DANC130 C	Afro-Caribbean Dance	1																																																																																																													
DANC136 C	Middle Eastern Dance	1																																																																																																													
DANC137 C	Latin and Swing Dance	1																																																																																																													
DANC139 C	Ballroom I	1																																																																																																													
Select 2-3 units from the following:																																																																																																															
		Units																																																																																																													
THEA145 C	Fundamentals of Costume Design	3																																																																																																													
THEA144 C	Lighting Design Fundamentals	3																																																																																																													
DANC203 C	Dance Production	1 - 2																																																																																																													
DANC205 C	Dance Ensemble	1 - 2																																																																																																													
Total Units		23 - 25																																																																																																													

MODIFY DEGREES/CERTIFICATES					
DEGREE		EFF DATE	JUSTIFICATION		
Hotel, Restaurant, Culinary Arts	BAKING FUNDAMENTALS CERTIFICATE		2014 Fall	Revisions are based on renaming of courses, industry need and HRC advisory board recommendations. HRC 246 C added and units increased from 12 to 15	
	Required courses are listed in suggested sequence:				
					Units
	HRC101 C	Intro to Hospitality Careers			3
	HRC120 C	Sanitation and Safety			3
	HRC136 C	Baking Fundamentals I			3
	HRC236 C	Baking Fundamentals II			3
	HRC246 C	Pastry Arts			3
	Total Units	15			
Hotel, Restaurant, Culinary Arts	CULINARY FUNDAMENTALS CERTIFICATE		2014 Fall	Revisions are based on renaming of courses, industry need and HRC advisory board recommendations. HRC 145 C added and units increased from 12 to 15	
	Required courses are listed in suggested sequence:				
					Units
	HRC101 C	Intro to Hospitality Careers			3
	HRC120 C	Sanitation and Safety			3
	HRC135 C	Culinary Fundamentals I			3
	HRC145 C	The Art of Garde Manger			3
	HRC235 C	Culinary Fundamentals II			3
	Total Units	15			
Human Services	Addiction Studies Certificate		2014 Fall	Title change to match articulation with CSU and UC curriculum	
	Required core (27 units) courses are listed. It is recommended that all fieldwork courses (HUSR 210 or HUSR 211) be taken only after consultation with an Academic Counselor, Department Chair or the course Instructor.				
					Units
	PSY139 C	Developmental Psychology			3
	HUSR200 C	Introduction to Human Services			3
	HUSR210 C	Introductory Fieldwork			3
	HUSR211 C	Advanced Fieldwork			3
	HUSR225 C	Families and Substance Abuse			3
	HUSR240 C	Drugs & Alcohol in Our Society			3
	HUSR241 C	Intervention Strategies			3
	HUSR242 C	Drugs and Physiology			3
	HUSR275 C	Ethical Issues-Human Services			3
	Select a minimum of (9)units from the elective courses listed below:				
					Units
	HUSR221 C	Crisis Intervention & Referral			3
	HUSR222 C	Group Leadership/Group Process			3
	HUSR223 C	Helping Skills-Human Services			3
HUSR224 C	Self-Esteem Strategies	3			
HUSR226 C	Behavior Modification	3			
HUSR243 C	Co-Occurring Disorders	3			

	<table border="1"> <tr><td>HUSR270 C</td><td>Introduction to Victimology</td><td>3</td></tr> <tr><td>HUSR281 C</td><td>Prevention Strategies</td><td>3</td></tr> <tr><td>HUSR290 C</td><td>Human Svcs-Criminal Justice</td><td>3</td></tr> <tr><td>HUSR291 C</td><td>Counseling in Criminal Justice</td><td>3</td></tr> <tr><td>PSY131 C</td><td>Cross-Cultural Psychology</td><td>3</td></tr> <tr><td>SOC237 C</td><td>Cross-Cultural Relationships</td><td>3</td></tr> <tr><td>ETHS101 C</td><td>American Ethnic Studies</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ETHS101HC</td><td>Honors American Ethnic Studies</td><td>3</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>Total Units</td><td></td><td>36</td></tr> </table>	HUSR270 C	Introduction to Victimology	3	HUSR281 C	Prevention Strategies	3	HUSR290 C	Human Svcs-Criminal Justice	3	HUSR291 C	Counseling in Criminal Justice	3	PSY131 C	Cross-Cultural Psychology	3	SOC237 C	Cross-Cultural Relationships	3	ETHS101 C	American Ethnic Studies	3		or		ETHS101HC	Honors American Ethnic Studies	3				Total Units		36																																																								
HUSR270 C	Introduction to Victimology	3																																																																																								
HUSR281 C	Prevention Strategies	3																																																																																								
HUSR290 C	Human Svcs-Criminal Justice	3																																																																																								
HUSR291 C	Counseling in Criminal Justice	3																																																																																								
PSY131 C	Cross-Cultural Psychology	3																																																																																								
SOC237 C	Cross-Cultural Relationships	3																																																																																								
ETHS101 C	American Ethnic Studies	3																																																																																								
	or																																																																																									
ETHS101HC	Honors American Ethnic Studies	3																																																																																								
Total Units		36																																																																																								
Human Services	<p>FAMILY STUDIES CERTIFICATE</p> <p>Required courses are listed. It is recommended that all fieldwork courses (HUSR 210 or HUSR 211) be taken only after consultation with an Academic Counselor, Department Chair or the course Instructor.</p> <table border="1"> <thead> <tr><th></th><th></th><th>Units</th></tr> </thead> <tbody> <tr><td>HUSR200 C</td><td>Introduction to Human Services</td><td>3</td></tr> <tr><td>HUSR210 C</td><td>Introductory Fieldwork</td><td>3</td></tr> <tr><td>HUSR215 C</td><td>Introduction to Family Studies</td><td>3</td></tr> <tr><td>HUSR224 C</td><td>Self-Esteem Strategies</td><td>3</td></tr> <tr><td>PSY139 C</td><td>Developmental Psychology</td><td>3</td></tr> <tr><td>HUSR270 C</td><td>Introduction to Victimology</td><td>3</td></tr> <tr><td>HUSR275 C</td><td>Ethical Issues-Human Services</td><td>3</td></tr> <tr><td>SOC275 C</td><td>Marriage and Family</td><td>3</td></tr> <tr><td colspan="3">Select a minimum of (6 units)from the elctives listed below:</td></tr> <tr><td>PSY120 C</td><td>Human Sexuality</td><td>3</td></tr> <tr><td>HUSR221 C</td><td>Crisis Intervention & Referral</td><td>3</td></tr> <tr><td>HUSR222 C</td><td>Group Leadership/Group Process</td><td>3</td></tr> <tr><td>HUSR223 C</td><td>Helping Skills-Human Services</td><td>3</td></tr> <tr><td>HUSR225 C</td><td>Families and Substance Abuse</td><td>3</td></tr> <tr><td>HUSR226 C</td><td>Behavior Modification</td><td>3</td></tr> <tr><td>HUSR240 C</td><td>Drugs & Alcohol in Our Society</td><td>3</td></tr> <tr><td>HUSR250 C</td><td>Sociology of Aging</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>SOC250 C</td><td>Sociology of Aging</td><td>3</td></tr> <tr><td>PSY255 C</td><td>Psychology of Aging</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>HUSR255 C</td><td>Psychology of Aging</td><td>3</td></tr> <tr><td>HUSR295 C</td><td>Cross-Cultural Criminology</td><td>3</td></tr> <tr><td>PSY131 C</td><td>Cross-Cultural Psychology</td><td>3</td></tr> <tr><td>ETHS101 C</td><td>American Ethnic Studies</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>ETHS101HC</td><td>Honors American Ethnic Studies</td><td>3</td></tr> <tr><td>Total Units</td><td></td><td>30</td></tr> </tbody> </table>			Units	HUSR200 C	Introduction to Human Services	3	HUSR210 C	Introductory Fieldwork	3	HUSR215 C	Introduction to Family Studies	3	HUSR224 C	Self-Esteem Strategies	3	PSY139 C	Developmental Psychology	3	HUSR270 C	Introduction to Victimology	3	HUSR275 C	Ethical Issues-Human Services	3	SOC275 C	Marriage and Family	3	Select a minimum of (6 units)from the elctives listed below:			PSY120 C	Human Sexuality	3	HUSR221 C	Crisis Intervention & Referral	3	HUSR222 C	Group Leadership/Group Process	3	HUSR223 C	Helping Skills-Human Services	3	HUSR225 C	Families and Substance Abuse	3	HUSR226 C	Behavior Modification	3	HUSR240 C	Drugs & Alcohol in Our Society	3	HUSR250 C	Sociology of Aging	3		or		SOC250 C	Sociology of Aging	3	PSY255 C	Psychology of Aging	3		or		HUSR255 C	Psychology of Aging	3	HUSR295 C	Cross-Cultural Criminology	3	PSY131 C	Cross-Cultural Psychology	3	ETHS101 C	American Ethnic Studies	3		or		ETHS101HC	Honors American Ethnic Studies	3	Total Units		30	2014 Fall	Combining certificates to match course content for UC/CSU matriculation
		Units																																																																																								
HUSR200 C	Introduction to Human Services	3																																																																																								
HUSR210 C	Introductory Fieldwork	3																																																																																								
HUSR215 C	Introduction to Family Studies	3																																																																																								
HUSR224 C	Self-Esteem Strategies	3																																																																																								
PSY139 C	Developmental Psychology	3																																																																																								
HUSR270 C	Introduction to Victimology	3																																																																																								
HUSR275 C	Ethical Issues-Human Services	3																																																																																								
SOC275 C	Marriage and Family	3																																																																																								
Select a minimum of (6 units)from the elctives listed below:																																																																																										
PSY120 C	Human Sexuality	3																																																																																								
HUSR221 C	Crisis Intervention & Referral	3																																																																																								
HUSR222 C	Group Leadership/Group Process	3																																																																																								
HUSR223 C	Helping Skills-Human Services	3																																																																																								
HUSR225 C	Families and Substance Abuse	3																																																																																								
HUSR226 C	Behavior Modification	3																																																																																								
HUSR240 C	Drugs & Alcohol in Our Society	3																																																																																								
HUSR250 C	Sociology of Aging	3																																																																																								
	or																																																																																									
SOC250 C	Sociology of Aging	3																																																																																								
PSY255 C	Psychology of Aging	3																																																																																								
	or																																																																																									
HUSR255 C	Psychology of Aging	3																																																																																								
HUSR295 C	Cross-Cultural Criminology	3																																																																																								
PSY131 C	Cross-Cultural Psychology	3																																																																																								
ETHS101 C	American Ethnic Studies	3																																																																																								
	or																																																																																									
ETHS101HC	Honors American Ethnic Studies	3																																																																																								
Total Units		30																																																																																								

MODIFY DEGREES/CERTIFICATES																																																																																							
DEGREE		EFF DATE	JUSTIFICATION																																																																																				
Mortuary Science	ASSOCIATE IN SCIENCE DEGREE IN MORTUARY SCIENCE Prerequisites <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>ENGL100 C</td> <td>College Writing</td> <td>4</td> </tr> <tr> <td>BIOL210 C</td> <td>Anatomy and Physiology</td> <td>5</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>BIOL231 C</td> <td>General Human Anatomy</td> <td>4</td> </tr> <tr> <td>MATH040 C</td> <td>Intermediate Algebra</td> <td>4</td> </tr> </table> SEMESTER 1 <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>MORT160 C</td> <td>Orientation to Funeral Service</td> <td>3</td> </tr> <tr> <td>MORT163 C</td> <td>Embalming Anatomy/Pathology I</td> <td>4</td> </tr> <tr> <td>MORT164 C</td> <td>Funeral Service Thanatology I</td> <td>2</td> </tr> <tr> <td>MORT165 C</td> <td>Funeral Service Management I</td> <td>3</td> </tr> <tr> <td>MORT170 C</td> <td>Funeral Service Ceremonies</td> <td>3</td> </tr> </table> SEMESTER 2 <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>MORT261 C</td> <td>Restorative Art I</td> <td>2</td> </tr> <tr> <td>MORT262 C</td> <td>Embalming I</td> <td>3</td> </tr> <tr> <td>MORT263 C</td> <td>Embalming Anatomy/Pathology II</td> <td>4</td> </tr> <tr> <td>MORT265 C</td> <td>Funeral Service Management II</td> <td>3</td> </tr> <tr> <td>MORT274 C</td> <td>Funeral Service Thanatology II</td> <td>3</td> </tr> <tr> <td>MORT275 C</td> <td>Mortuary Law I</td> <td>3</td> </tr> </table> SEMESTER 3 <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>MORT271 C</td> <td>Restorative Art II</td> <td>2</td> </tr> <tr> <td>MORT272 C</td> <td>Embalming II</td> <td>3</td> </tr> <tr> <td>MORT285 C</td> <td>Mortuary Law II</td> <td>3</td> </tr> <tr> <td>MORT292 C</td> <td>Funeral Service Science</td> <td>3</td> </tr> <tr> <td>MORT293 C</td> <td>Mortuary Computer Applications</td> <td>2</td> </tr> <tr> <td>MORT294 C</td> <td>Funeral Service Counseling</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>50</td> </tr> </table>			Units	ENGL100 C	College Writing	4	BIOL210 C	Anatomy and Physiology	5		or		BIOL231 C	General Human Anatomy	4	MATH040 C	Intermediate Algebra	4			Units	MORT160 C	Orientation to Funeral Service	3	MORT163 C	Embalming Anatomy/Pathology I	4	MORT164 C	Funeral Service Thanatology I	2	MORT165 C	Funeral Service Management I	3	MORT170 C	Funeral Service Ceremonies	3			Units	MORT261 C	Restorative Art I	2	MORT262 C	Embalming I	3	MORT263 C	Embalming Anatomy/Pathology II	4	MORT265 C	Funeral Service Management II	3	MORT274 C	Funeral Service Thanatology II	3	MORT275 C	Mortuary Law I	3			Units	MORT271 C	Restorative Art II	2	MORT272 C	Embalming II	3	MORT285 C	Mortuary Law II	3	MORT292 C	Funeral Service Science	3	MORT293 C	Mortuary Computer Applications	2	MORT294 C	Funeral Service Counseling	4				Total Units		50	2014 Fall	Update program information as required by ABFSE accreditation and update the Program Prerequisites required by the Selection Committee Process
		Units																																																																																					
ENGL100 C	College Writing	4																																																																																					
BIOL210 C	Anatomy and Physiology	5																																																																																					
	or																																																																																						
BIOL231 C	General Human Anatomy	4																																																																																					
MATH040 C	Intermediate Algebra	4																																																																																					
		Units																																																																																					
MORT160 C	Orientation to Funeral Service	3																																																																																					
MORT163 C	Embalming Anatomy/Pathology I	4																																																																																					
MORT164 C	Funeral Service Thanatology I	2																																																																																					
MORT165 C	Funeral Service Management I	3																																																																																					
MORT170 C	Funeral Service Ceremonies	3																																																																																					
		Units																																																																																					
MORT261 C	Restorative Art I	2																																																																																					
MORT262 C	Embalming I	3																																																																																					
MORT263 C	Embalming Anatomy/Pathology II	4																																																																																					
MORT265 C	Funeral Service Management II	3																																																																																					
MORT274 C	Funeral Service Thanatology II	3																																																																																					
MORT275 C	Mortuary Law I	3																																																																																					
		Units																																																																																					
MORT271 C	Restorative Art II	2																																																																																					
MORT272 C	Embalming II	3																																																																																					
MORT285 C	Mortuary Law II	3																																																																																					
MORT292 C	Funeral Service Science	3																																																																																					
MORT293 C	Mortuary Computer Applications	2																																																																																					
MORT294 C	Funeral Service Counseling	4																																																																																					
Total Units		50																																																																																					

MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																																																									
Music	<p>ASSOCIATE IN ARTS DEGREE MUSIC</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr><td>MUS103 C</td><td>Theory I</td><td>3</td></tr> <tr><td>MUS104 C</td><td>Musicianship I</td><td>1</td></tr> <tr><td>MUS105 C</td><td>Theory II</td><td>3</td></tr> <tr><td>MUS106 C</td><td>Musicianship II</td><td>1</td></tr> <tr><td>MUS108 C</td><td>Intro to Music Technology</td><td>3</td></tr> <tr><td>MUS120 C</td><td>Survey of Music History</td><td>3</td></tr> <tr><td></td><td>or</td><td></td></tr> <tr><td>MUS116 C</td><td>Music Appreciation</td><td>3</td></tr> <tr><td>MUSA104 C</td><td>Introduction To Concert Hour</td><td>1</td></tr> <tr><td>MUSA105 C</td><td>Beginning Concert Hour</td><td>1</td></tr> <tr><td>MUSA106 C</td><td>Intermediate Concert Hour</td><td>1</td></tr> <tr><td>MUSA107 C</td><td>Advanced Concert Hour</td><td>1</td></tr> <tr><td>MUSA131 C</td><td>Keyboard Skills I</td><td>1</td></tr> <tr><td>MUSA132 C</td><td>Keyboard Skills II</td><td>1</td></tr> <tr><td>MUSA231 C</td><td>Keyboard Skills III</td><td>1</td></tr> <tr><td>MUSA232 C</td><td>Keyboard Skills IV</td><td>1</td></tr> <tr><td>MUS225 C</td><td>Applied Music</td><td>1</td></tr> <tr><td colspan="2">Students must enroll 4 times, once each semester in MUS 225 C</td><td></td></tr> <tr><td colspan="3">Select a maximum of 1 unit each semester from the following performing ensembles for a total of 4 units:</td></tr> <tr> <th></th> <th></th> <th>Units</th> </tr> <tr><td>MUS175 C</td><td>Swing Band</td><td>1</td></tr> <tr><td>MUS260 C</td><td>Classical Guitar Ensemble</td><td>1</td></tr> <tr><td>MUS261 C</td><td>String Ensemble</td><td>1</td></tr> <tr><td>MUS273 C</td><td>Concert Band</td><td>1</td></tr> <tr><td>MUS274 C</td><td>Cypress Symphonic Winds</td><td>1</td></tr> <tr><td>MUS276 C</td><td>Jazz Band</td><td>1</td></tr> <tr><td>MUS279 C</td><td>Madrigal Singers</td><td>1</td></tr> <tr><td>MUS280 C</td><td>Jazz/Musical Theater Choir</td><td>1</td></tr> <tr><td>MUS281 C</td><td>Concert Choir</td><td>1</td></tr> <tr><td>MUS282 C</td><td>Cypress Masterworks Chorale</td><td>1</td></tr> <tr><td>MUS283 C</td><td>Cypress Singers</td><td>1</td></tr> <tr><td>MUS285 C</td><td>Chamber Singers</td><td>1</td></tr> <tr><td>MUS287 C</td><td>Vocal Jazz Ensemble</td><td>1</td></tr> <tr><td colspan="2">Total Units</td><td>30</td></tr> </tbody> </table>			Units	MUS103 C	Theory I	3	MUS104 C	Musicianship I	1	MUS105 C	Theory II	3	MUS106 C	Musicianship II	1	MUS108 C	Intro to Music Technology	3	MUS120 C	Survey of Music History	3		or		MUS116 C	Music Appreciation	3	MUSA104 C	Introduction To Concert Hour	1	MUSA105 C	Beginning Concert Hour	1	MUSA106 C	Intermediate Concert Hour	1	MUSA107 C	Advanced Concert Hour	1	MUSA131 C	Keyboard Skills I	1	MUSA132 C	Keyboard Skills II	1	MUSA231 C	Keyboard Skills III	1	MUSA232 C	Keyboard Skills IV	1	MUS225 C	Applied Music	1	Students must enroll 4 times, once each semester in MUS 225 C			Select a maximum of 1 unit each semester from the following performing ensembles for a total of 4 units:					Units	MUS175 C	Swing Band	1	MUS260 C	Classical Guitar Ensemble	1	MUS261 C	String Ensemble	1	MUS273 C	Concert Band	1	MUS274 C	Cypress Symphonic Winds	1	MUS276 C	Jazz Band	1	MUS279 C	Madrigal Singers	1	MUS280 C	Jazz/Musical Theater Choir	1	MUS281 C	Concert Choir	1	MUS282 C	Cypress Masterworks Chorale	1	MUS283 C	Cypress Singers	1	MUS285 C	Chamber Singers	1	MUS287 C	Vocal Jazz Ensemble	1	Total Units		30	2014 Fall	Multiple changes of course prefixes, numbers, and titles.
		Units																																																																																																										
MUS103 C	Theory I	3																																																																																																										
MUS104 C	Musicianship I	1																																																																																																										
MUS105 C	Theory II	3																																																																																																										
MUS106 C	Musicianship II	1																																																																																																										
MUS108 C	Intro to Music Technology	3																																																																																																										
MUS120 C	Survey of Music History	3																																																																																																										
	or																																																																																																											
MUS116 C	Music Appreciation	3																																																																																																										
MUSA104 C	Introduction To Concert Hour	1																																																																																																										
MUSA105 C	Beginning Concert Hour	1																																																																																																										
MUSA106 C	Intermediate Concert Hour	1																																																																																																										
MUSA107 C	Advanced Concert Hour	1																																																																																																										
MUSA131 C	Keyboard Skills I	1																																																																																																										
MUSA132 C	Keyboard Skills II	1																																																																																																										
MUSA231 C	Keyboard Skills III	1																																																																																																										
MUSA232 C	Keyboard Skills IV	1																																																																																																										
MUS225 C	Applied Music	1																																																																																																										
Students must enroll 4 times, once each semester in MUS 225 C																																																																																																												
Select a maximum of 1 unit each semester from the following performing ensembles for a total of 4 units:																																																																																																												
		Units																																																																																																										
MUS175 C	Swing Band	1																																																																																																										
MUS260 C	Classical Guitar Ensemble	1																																																																																																										
MUS261 C	String Ensemble	1																																																																																																										
MUS273 C	Concert Band	1																																																																																																										
MUS274 C	Cypress Symphonic Winds	1																																																																																																										
MUS276 C	Jazz Band	1																																																																																																										
MUS279 C	Madrigal Singers	1																																																																																																										
MUS280 C	Jazz/Musical Theater Choir	1																																																																																																										
MUS281 C	Concert Choir	1																																																																																																										
MUS282 C	Cypress Masterworks Chorale	1																																																																																																										
MUS283 C	Cypress Singers	1																																																																																																										
MUS285 C	Chamber Singers	1																																																																																																										
MUS287 C	Vocal Jazz Ensemble	1																																																																																																										
Total Units		30																																																																																																										

MODIFY DEGREES/CERTIFICATES																																																												
DEGREE		EFF DATE	JUSTIFICATION																																																									
Office Administration	<p>OFFICE ASSISTANT CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>CIS100 C</td> <td>Intro-Comp & Windows Concepts</td> <td>3</td> </tr> <tr> <td>CIS101 C</td> <td>Intro MS Word/Doc Formatting</td> <td>4</td> </tr> <tr> <td>CIS150 C</td> <td>Microsoft Office Applications</td> <td>3</td> </tr> <tr> <td>CIS116 C</td> <td>MS Outlook/Office Procedures</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>13</td> </tr> </table>			Units	CIS100 C	Intro-Comp & Windows Concepts	3	CIS101 C	Intro MS Word/Doc Formatting	4	CIS150 C	Microsoft Office Applications	3	CIS116 C	MS Outlook/Office Procedures	3				Total Units		13	2014 Fall	The course number for CIS 50 has been upgraded to CIS 100 due to higher level course revisions that is related to the change in Windows Operating System																																				
		Units																																																										
CIS100 C	Intro-Comp & Windows Concepts	3																																																										
CIS101 C	Intro MS Word/Doc Formatting	4																																																										
CIS150 C	Microsoft Office Applications	3																																																										
CIS116 C	MS Outlook/Office Procedures	3																																																										
Total Units		13																																																										
Psychiatric Technology	<p>PSYCHIATRIC TECHNOLOGY CERTIFICATE</p> <p>Prerequisite Courses:</p> <p>SEMESTER 1</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>BIOL160 C</td> <td>Integrated Medical Science</td> <td>3</td> </tr> <tr> <td>PSY101 C</td> <td>Introduction to Psychology</td> <td>3</td> </tr> </table> <p>SEMESTER 2</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>PT110 C</td> <td>Nursing Science I</td> <td>7</td> </tr> <tr> <td>PT115 C</td> <td>Nursing Science II</td> <td>7</td> </tr> <tr> <td>PSY139 C</td> <td>Developmental Psychology</td> <td>3</td> </tr> </table> <p>SEMESTER 3</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>PT120 C</td> <td>Developmental Disabilities I</td> <td>7</td> </tr> <tr> <td>PT125 C</td> <td>Developmental Disabilities II</td> <td>7</td> </tr> </table> <p>Electives</p> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>PT130 C</td> <td>Mental Disabilities I</td> <td>7</td> </tr> <tr> <td>PT135 C</td> <td>Mental Disabilities II</td> <td>7</td> </tr> <tr> <td>PT090</td> <td>Leadership Supervision & Ethics</td> <td>0.5</td> </tr> </table> <table border="1"> <tr> <td></td> <td></td> <td>Units</td> </tr> <tr> <td>COUN140 C</td> <td>Educational Planning</td> <td>0.5</td> </tr> <tr> <td>PT080 C</td> <td>Sel Topics/Psychiatric Technol</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>51.5</td> </tr> </table>			Units	BIOL160 C	Integrated Medical Science	3	PSY101 C	Introduction to Psychology	3			Units	PT110 C	Nursing Science I	7	PT115 C	Nursing Science II	7	PSY139 C	Developmental Psychology	3			Units	PT120 C	Developmental Disabilities I	7	PT125 C	Developmental Disabilities II	7			Units	PT130 C	Mental Disabilities I	7	PT135 C	Mental Disabilities II	7	PT090	Leadership Supervision & Ethics	0.5			Units	COUN140 C	Educational Planning	0.5	PT080 C	Sel Topics/Psychiatric Technol	1				Total Units		51.5	2014 Fall	<p>Mandatory State Regulatory board curriculum program review to update, include and or revise content to meet BVNPT educational requirements for licensing hours</p> <p>Course units changed and total units from 51 to 51.5</p>
		Units																																																										
BIOL160 C	Integrated Medical Science	3																																																										
PSY101 C	Introduction to Psychology	3																																																										
		Units																																																										
PT110 C	Nursing Science I	7																																																										
PT115 C	Nursing Science II	7																																																										
PSY139 C	Developmental Psychology	3																																																										
		Units																																																										
PT120 C	Developmental Disabilities I	7																																																										
PT125 C	Developmental Disabilities II	7																																																										
		Units																																																										
PT130 C	Mental Disabilities I	7																																																										
PT135 C	Mental Disabilities II	7																																																										
PT090	Leadership Supervision & Ethics	0.5																																																										
		Units																																																										
COUN140 C	Educational Planning	0.5																																																										
PT080 C	Sel Topics/Psychiatric Technol	1																																																										
Total Units		51.5																																																										

MODIFY DEGREES/CERTIFICATES			
DEGREE		EFF DATE	JUSTIFICATION
Psychiatric Technology	<p>ASSOCIATE IN SCIENCE DEGREE PSYCHIATRIC TECHNOLOGY</p> <p>PROGRAM OBJECTIVES This program aims to prepare a student to meet the requirements for licensure as a Psychiatric Technician in the state of California. A Psychiatric Technician is a licensed member of a professional services team working with people who have intellectually and/or mental disabilities. Employed by private and state hospitals, developmental centers, board and care facilities and many community mental health facilities, Psychiatric Technicians will also find a variety of jobs available in the fields of corrections and human services. These include, but are not limited to; day care centers, substance abuse programs, forensic facilities, special education and many other areas promoting developmental and mental health. There are career advancement opportunities available in the areas of counseling, education, nursing, and providing vendor services. The program is accredited by, and conforms to, the regulations of the California Board of Vocational Nursing and Psychiatric Technicians. Upon successful completion of the program, graduates are eligible to take the State Board Licensure Examination.</p> <p>MINIMUM STANDARDS FOR APPLICANTS</p> <ol style="list-style-type: none"> 1. Graduation from high school, completion of the General Education Development (GED) test with a minimum score of 45, or passing the high school proficiency examination. Possession of an associate or higher degree satisfies this requirement. 2. Completion of ENGL 060 C/ESL 186 C or a comparable course with a grade of "C" or better, or submission of test scores that indicate eligibility for ENGL 060 C/ESL 186 C. 3. Completion of PSY 101 C or a comparable course with a grade of "C" or better. 4. Completion of BIO 160 C or a comparable course with a grade of "C" or better. 5. Completion of PSY 139 C or a comparable course with a grade of "C" or better prior to program completion. <p>APPLICATION PROCEDURES</p> <ol style="list-style-type: none"> 1. Complete the online Psychiatric Technician program application. 2. Meet with a health science counselor to determine fulfillment of the prerequisite requirements and provide program required documentation. This includes copy of high school diploma, GED, or college degree; proof of meeting the prerequisite requirements; transcripts of academic work completed at other schools, and proof of work in progress. <p>SELECTION CRITERIA</p> <ol style="list-style-type: none"> 1. Twenty-four (24) students are selected for admission to the program each semester. The program begins in the fall and spring of each year. The number of applicants often exceeds available seats. 2. Applicants who meet the minimum standards will be assigned points based on required non-clinical courses completed or in progress. Points will only be assigned when supported by appropriate documentation. 3. Selection criteria is subject to change. See a Health Science Counselor for current selection criteria. 4. Upon selection for the program but prior to the start of classes, the candidate will be required to obtain a physical examination and required immunizations. 5. Students selected for admission to the program must obtain a professional provider level cardiopulmonary resuscitation (CPR) 	2014 Fall	<p>Curriculum review to update mandated state board requirements</p> <p>Course units changed and total units from 51 to 51.5</p>

card prior to attending clinical training and must maintain current certification throughout the program.
 6. Students selected for admission to the program must obtain a DOJ/FBI livescan prior to attending clinical training.

Prerequisite Courses: ENGL 060 C, PSY 101 C, BIO 160 C and Completion of PSY 139 C prior to program completion.

SEMESTER 1		
		Units
BIOL160 C *	Integrated Medical Science	3
PSY101 C *	Introduction to Psychology	3
SEMESTER 2		
PT110 C	Nursing Science I	7
PT115 C	Nursing Science II	7
PSY139 C *	Developmental Psychology	3
SEMESTER 3		
		Units
PT120 C	Developmental Disabilities I	7
PT125 C	Developmental Disabilities II	7
Electives		
		Units
PT130 C	Mental Disabilities I	7
PT135 C	Mental Disabilities II	7
PT090	Leadership Supervision & Ethics	0.5
		Units
COUN140 C *	Educational Planning	0.5
PT080 C	Sel Topics/Psychiatric Technol	1
<i>All general education units may be taken prior to enrollment in the program or at the completion of the course work required by the BVNPT for licensure eligibility.</i>		
Total Units		51.5

MODIFY DEGREES/CERTIFICATES

DEGREE		EFF DATE	JUSTIFICATION																																																																																																						
Psychology	<p>ASSOCIATE OF ARTS IN PSYCHOLOGY FOR TRANSFER</p> <p>Required Core Courses: (11 units)</p> <table border="1"> <tr> <td></td> <td></td> <td align="right">Units</td> </tr> <tr> <td>PSY101 C</td> <td>Introduction to Psychology</td> <td align="right">3</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>PSY101HC</td> <td>Honors Intro to Psychology</td> <td align="right">3</td> </tr> <tr> <td>PSY161 C</td> <td>Probability & Stats-Social Sci</td> <td align="right">4</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>PSY161HC</td> <td>Honors Prob & Stats-Soc Sci</td> <td align="right">4</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>SOC161 C</td> <td>Probability & Stats-Social Sci</td> <td align="right">4</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>SOC161HC</td> <td>Honors Prob & Stats-Soc Sci</td> <td align="right">4</td> </tr> <tr> <td>PSY202 C</td> <td>Research Methods in Psychology</td> <td align="right">4</td> </tr> <tr> <td colspan="3">List A: Select one course of three (3) to five (5) units.</td> </tr> <tr> <td></td> <td></td> <td align="right">Units</td> </tr> <tr> <td>PSY221 C</td> <td>The Brain and Behavior</td> <td align="right">3</td> </tr> <tr> <td>BIOL101 C</td> <td>General Biology</td> <td align="right">5</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>BIOL101HC</td> <td>Honors General Biology</td> <td align="right">5</td> </tr> <tr> <td colspan="3">List B: Select one of the following three (3) unit courses, or any course not taken in List A (3-5 units)</td> </tr> <tr> <td></td> <td></td> <td align="right">Units</td> </tr> <tr> <td>PSY139 C</td> <td>Developmental Psychology</td> <td align="right">3</td> </tr> <tr> <td>PSY222 C</td> <td>Abnormal Psychology</td> <td align="right">3</td> </tr> <tr> <td colspan="3">List C: Select one of the following three (3) unit Psychology courses, or any course not already selected in List A or List B</td> </tr> <tr> <td></td> <td></td> <td align="right">Units</td> </tr> <tr> <td>PSY110 C</td> <td>Applied Psychology</td> <td align="right">3</td> </tr> <tr> <td>PSY120 C</td> <td>Human Sexuality</td> <td align="right">3</td> </tr> <tr> <td>PSY145 C</td> <td>Child Psychology</td> <td align="right">3</td> </tr> <tr> <td>PSY251 C</td> <td>Social Psychology</td> <td align="right">3</td> </tr> <tr> <td>PSY255 C</td> <td>Psychology of Aging</td> <td align="right">3</td> </tr> <tr> <td></td> <td align="center">or</td> <td></td> </tr> <tr> <td>HUSR255 C</td> <td>Psychology of Aging</td> <td align="right">3</td> </tr> <tr> <td>PSY131 C</td> <td>Cross-Cultural Psychology</td> <td align="right">3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Total Units</td> <td align="right">20 - 22</td> </tr> </table>			Units	PSY101 C	Introduction to Psychology	3		or		PSY101HC	Honors Intro to Psychology	3	PSY161 C	Probability & Stats-Social Sci	4		or		PSY161HC	Honors Prob & Stats-Soc Sci	4		or		SOC161 C	Probability & Stats-Social Sci	4		or		SOC161HC	Honors Prob & Stats-Soc Sci	4	PSY202 C	Research Methods in Psychology	4	List A: Select one course of three (3) to five (5) units.					Units	PSY221 C	The Brain and Behavior	3	BIOL101 C	General Biology	5		or		BIOL101HC	Honors General Biology	5	List B: Select one of the following three (3) unit courses, or any course not taken in List A (3-5 units)					Units	PSY139 C	Developmental Psychology	3	PSY222 C	Abnormal Psychology	3	List C: Select one of the following three (3) unit Psychology courses, or any course not already selected in List A or List B					Units	PSY110 C	Applied Psychology	3	PSY120 C	Human Sexuality	3	PSY145 C	Child Psychology	3	PSY251 C	Social Psychology	3	PSY255 C	Psychology of Aging	3		or		HUSR255 C	Psychology of Aging	3	PSY131 C	Cross-Cultural Psychology	3					Total Units	20 - 22	2014 Fall	To update degree to reflect a course that will be re-named and renumbered (From PSY 237 Cross-Cultural Relationships to PSY 131 Cross-Cultural Psychology).
		Units																																																																																																							
PSY101 C	Introduction to Psychology	3																																																																																																							
	or																																																																																																								
PSY101HC	Honors Intro to Psychology	3																																																																																																							
PSY161 C	Probability & Stats-Social Sci	4																																																																																																							
	or																																																																																																								
PSY161HC	Honors Prob & Stats-Soc Sci	4																																																																																																							
	or																																																																																																								
SOC161 C	Probability & Stats-Social Sci	4																																																																																																							
	or																																																																																																								
SOC161HC	Honors Prob & Stats-Soc Sci	4																																																																																																							
PSY202 C	Research Methods in Psychology	4																																																																																																							
List A: Select one course of three (3) to five (5) units.																																																																																																									
		Units																																																																																																							
PSY221 C	The Brain and Behavior	3																																																																																																							
BIOL101 C	General Biology	5																																																																																																							
	or																																																																																																								
BIOL101HC	Honors General Biology	5																																																																																																							
List B: Select one of the following three (3) unit courses, or any course not taken in List A (3-5 units)																																																																																																									
		Units																																																																																																							
PSY139 C	Developmental Psychology	3																																																																																																							
PSY222 C	Abnormal Psychology	3																																																																																																							
List C: Select one of the following three (3) unit Psychology courses, or any course not already selected in List A or List B																																																																																																									
		Units																																																																																																							
PSY110 C	Applied Psychology	3																																																																																																							
PSY120 C	Human Sexuality	3																																																																																																							
PSY145 C	Child Psychology	3																																																																																																							
PSY251 C	Social Psychology	3																																																																																																							
PSY255 C	Psychology of Aging	3																																																																																																							
	or																																																																																																								
HUSR255 C	Psychology of Aging	3																																																																																																							
PSY131 C	Cross-Cultural Psychology	3																																																																																																							
	Total Units	20 - 22																																																																																																							

MODIFY DEGREES/CERTIFICATES																								
DEGREE		EFF DATE	JUSTIFICATION																					
Radiologic Technology	<p>ASSOCIATE IN SCIENCE DEGREE RADIOLOGIC TECHNOLOGY</p> <p>PROGRAM GOALS AND OBJECTIVES</p> <p>PROGRAM PREREQUISITES Foundation courses are required prior to admission to the program. The following required courses plus a minimum of 9 general education units must be completed by the end of the spring semester with a minimum grade of "C" in each course to be considered for the fall (August) class.</p> <table border="1"> <thead> <tr> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>1. To provide students with a balance of instruction in radiologic technology courses as well as support courses.</td> <td></td> </tr> <tr> <td>2. To provide students with knowledge and skill to perform radiologic technology procedures.</td> <td></td> </tr> <tr> <td>3. To facilitate development of applied skills in effective communication, critical thinking, and problem solving in the practice of radiography.</td> <td></td> </tr> <tr> <td>4. To provide clinical experience compliment didactic instruction and develop clinical skills required for professional practice.</td> <td></td> </tr> <tr> <td>5. To provide an environment that encourages personal and professional growth.</td> <td></td> </tr> <tr> <td>6. To promote values of compassion, respect, understanding, and dignity in providing care to patients during imaging procedures.</td> <td></td> </tr> <tr> <td>7. To provide the health care community with graduate entry level radiographers skilled in diagnostic imaging procedures.</td> <td></td> </tr> </tbody> </table> <p><i>To earn an Associate Degree students must complete: (1) all major course requirements with a minimum grade of "C"; (2) 25 units of General Education Graduation Requirements; (3) the cultural diversity and reading requirements; (4) any elective courses to complete a minimum of 60 units; and, (5) have a minimum GPA of 2.0. At least 50% of all major course work must be completed at Cypress College. The student will be able to complete the radiologic technology program including the foundation courses and general education courses in six semesters and one summer session as a full time student. After receiving the degree and after completing the clinical internship, the student will be eligible to apply for admission to the state examination and the certification examination administered by the American Registry of Radiologic Technologists (ARRT). The program in Radiography is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).</i></p>		Units	1. To provide students with a balance of instruction in radiologic technology courses as well as support courses.		2. To provide students with knowledge and skill to perform radiologic technology procedures.		3. To facilitate development of applied skills in effective communication, critical thinking, and problem solving in the practice of radiography.		4. To provide clinical experience compliment didactic instruction and develop clinical skills required for professional practice.		5. To provide an environment that encourages personal and professional growth.		6. To promote values of compassion, respect, understanding, and dignity in providing care to patients during imaging procedures.		7. To provide the health care community with graduate entry level radiographers skilled in diagnostic imaging procedures.		2014 Fall	Courses have been added so all repeatable courses are no longer repeatable.					
	Units																							
1. To provide students with a balance of instruction in radiologic technology courses as well as support courses.																								
2. To provide students with knowledge and skill to perform radiologic technology procedures.																								
3. To facilitate development of applied skills in effective communication, critical thinking, and problem solving in the practice of radiography.																								
4. To provide clinical experience compliment didactic instruction and develop clinical skills required for professional practice.																								
5. To provide an environment that encourages personal and professional growth.																								
6. To promote values of compassion, respect, understanding, and dignity in providing care to patients during imaging procedures.																								
7. To provide the health care community with graduate entry level radiographers skilled in diagnostic imaging procedures.																								
	<p>Required Courses are listed in suggested sequence:</p> <p>SEMESTER 1</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>HS145 C</td> <td>Survey of Medical Terminology</td> <td>3</td> </tr> <tr> <td>BIOL210 C</td> <td>Anatomy and Physiology</td> <td>5</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>BIOL231 C</td> <td>General Human Anatomy</td> <td>4</td> </tr> <tr> <td>RADT142 C</td> <td>Radiologic Electronics</td> <td>4</td> </tr> <tr> <td>RADT146 C</td> <td>Introduction to Radiography</td> <td>4</td> </tr> </tbody> </table>			Units	HS145 C	Survey of Medical Terminology	3	BIOL210 C	Anatomy and Physiology	5		or		BIOL231 C	General Human Anatomy	4	RADT142 C	Radiologic Electronics	4	RADT146 C	Introduction to Radiography	4		
		Units																						
HS145 C	Survey of Medical Terminology	3																						
BIOL210 C	Anatomy and Physiology	5																						
	or																							
BIOL231 C	General Human Anatomy	4																						
RADT142 C	Radiologic Electronics	4																						
RADT146 C	Introduction to Radiography	4																						

MATH040 C	Intermediate Algebra	4
	or	
MATH041 C	Combined Algebra I & II	6
SEMESTER 2		
		Units
RADT148 C	Radiologic Technology	4
RADT150 C	Radiologic Positioning	5
RADT153 C	Radiography Patient Care	3
HS147 C	Survey of Disease	3
SUMMER INTERSESSION		
		Units
RADT247 C	Radiographic Positioning	5
RADT251 C	Radiology Externship	7
RADT162 C	Radiology Special Procedures	3
RADT252 C	Radiobiology	1.5
RADT253 C	Radiation Laws and Ethics	1.5
SEMESTER 3		
		Units
RADT254 C	Clinical Internship I	6.5
RADT196 C	Selected Topics I	1
SEMESTER 4		
		Units
RADT255 C	Clinical Internship II	12
RADT197	Selected Topics II	1
RADT260 C	Fluoroscopy Permit Course	3
Note: Non-refundable supplemental materials charges will apply to some of the above courses in this program.		
		Units
RADT256 C	Clinical Internship III	12
RADT198	Selected Topics III	1
CONTINUING EDUCATION COURSES		
		Units
RADT264 C	Vascular Sonography Technology	3
RADT266 C	Princ. of Breast Ultrasound	3
RADT262 C	Cross-Sectional Imaging	1
Total Units		69.5

MODIFY DEGREES/CERTIFICATES																																																																		
DEGREE		EFF DATE	JUSTIFICATION																																																															
Theatre Arts	<p>Associate in Arts Degree in Theater Arts for Transfer</p> <p>Required core: Select 3 courses from the following: (9 units)</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA100 C</td> <td>Introduction to the Theater</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA102 C</td> <td>World Theater History I</td> <td>3</td> </tr> <tr> <td>THEA120 C</td> <td>Acting I</td> <td>3</td> </tr> <tr> <td>THEA132 C</td> <td>Musical Thea Perf.Fundamentals</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA133 C</td> <td>Rehearsal Performance I</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">THEA 132 C and THEA 133 C requires concurrent enrollment in THEA 149 C or THEA 150 C or THEA 151 C or THEA 152 C</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">List A: Select 3 courses from the following (9 units). Please note if a student does not take THEA 132 C or THEA 133 C from the required core, one of these courses may be completed for these required 9 units.</td> </tr> <tr> <th></th> <th></th> <th>Units</th> </tr> <tr> <td>THEA101 C</td> <td>Play Analysis</td> <td>3</td> </tr> <tr> <td>THEA124 C</td> <td>Acting II</td> <td>3</td> </tr> <tr> <td>THEA143 C</td> <td>Stagecraft</td> <td>3</td> </tr> <tr> <td>THEA144 C</td> <td>Lighting Design Fundamentals</td> <td>3</td> </tr> <tr> <td>THEA145 C</td> <td>Fundamentals of Costume Design</td> <td>3</td> </tr> <tr> <td>THEA147 C</td> <td>Stage Makeup</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>18</td> </tr> </tbody> </table>			Units	THEA100 C	Introduction to the Theater	3		or		THEA102 C	World Theater History I	3	THEA120 C	Acting I	3	THEA132 C	Musical Thea Perf.Fundamentals	3		or		THEA133 C	Rehearsal Performance I	3				THEA 132 C and THEA 133 C requires concurrent enrollment in THEA 149 C or THEA 150 C or THEA 151 C or THEA 152 C						List A: Select 3 courses from the following (9 units). Please note if a student does not take THEA 132 C or THEA 133 C from the required core, one of these courses may be completed for these required 9 units.					Units	THEA101 C	Play Analysis	3	THEA124 C	Acting II	3	THEA143 C	Stagecraft	3	THEA144 C	Lighting Design Fundamentals	3	THEA145 C	Fundamentals of Costume Design	3	THEA147 C	Stage Makeup	3				Total Units		18	2014 Fall	This revision/addition to the program block definitions revises the degree to be comparable with concurrent enrollment requirements with Fullerton College.
		Units																																																																
THEA100 C	Introduction to the Theater	3																																																																
	or																																																																	
THEA102 C	World Theater History I	3																																																																
THEA120 C	Acting I	3																																																																
THEA132 C	Musical Thea Perf.Fundamentals	3																																																																
	or																																																																	
THEA133 C	Rehearsal Performance I	3																																																																
THEA 132 C and THEA 133 C requires concurrent enrollment in THEA 149 C or THEA 150 C or THEA 151 C or THEA 152 C																																																																		
List A: Select 3 courses from the following (9 units). Please note if a student does not take THEA 132 C or THEA 133 C from the required core, one of these courses may be completed for these required 9 units.																																																																		
		Units																																																																
THEA101 C	Play Analysis	3																																																																
THEA124 C	Acting II	3																																																																
THEA143 C	Stagecraft	3																																																																
THEA144 C	Lighting Design Fundamentals	3																																																																
THEA145 C	Fundamentals of Costume Design	3																																																																
THEA147 C	Stage Makeup	3																																																																
Total Units		18																																																																
Theater Arts	<p>ASSOCIATE IN ARTS DEGREE THEATER ARTS</p> <p>Twenty seven (27) units from the following Theater courses required. Required courses are listed in suggested sequence</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA100 C</td> <td>Introduction to the Theater</td> <td>3</td> </tr> <tr> <td>THEA120 C</td> <td>Acting I</td> <td>3</td> </tr> <tr> <td>THEA143 C</td> <td>Stagecraft</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA140 C</td> <td>Introduction to Theater Design</td> <td>3</td> </tr> <tr> <td>THEA124 C</td> <td>Acting II</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>THEA126 C</td> <td>Musical Theater Techniques I</td> <td>3</td> </tr> <tr> <td>THEA144 C</td> <td>Lighting Design Fundamentals</td> <td>3</td> </tr> </tbody> </table>			Units	THEA100 C	Introduction to the Theater	3	THEA120 C	Acting I	3	THEA143 C	Stagecraft	3		or		THEA140 C	Introduction to Theater Design	3	THEA124 C	Acting II	3		or		THEA126 C	Musical Theater Techniques I	3	THEA144 C	Lighting Design Fundamentals	3	2014 Fall	Revision to accommodate leveled courses and the removal of repeatability by new Title V regulations. Addition of elective course, THEA 220C Scene Study.																																	
		Units																																																																
THEA100 C	Introduction to the Theater	3																																																																
THEA120 C	Acting I	3																																																																
THEA143 C	Stagecraft	3																																																																
	or																																																																	
THEA140 C	Introduction to Theater Design	3																																																																
THEA124 C	Acting II	3																																																																
	or																																																																	
THEA126 C	Musical Theater Techniques I	3																																																																
THEA144 C	Lighting Design Fundamentals	3																																																																

	or	
THEA146 C	Scene Painting	3
THEA129 C	Voice & Diction	3
THEA145 C	Fundamentals of Costume Design	3
	or	
THEA147 C	Stage Makeup	3
THEA107 C or THEA 107HC	Diversity in American Theater	3
THEA125 C	Acting III	3
	or	
THEA127 C	Musical Theater Techniques II	3
Select 2 - 3 units from the following technique and performance classes according to emphasis:		
THEA101 C	Play Analysis	3
THEA102 C	World Theater History I	3
THEA128 C	Acting for the Camera	2
THEA130 C	Acting Workshop	3
THEA132 C	Musical Thea Perf.Fundamentals	2 - 3
THEA133 C	Rehearsal Performance I	2 - 3
THEA135 C	Int.Musical Theater Perf.	2 - 3
THEA136 C	Rehearsal Performance II	2 - 3
THEA142 C	Theater Sound and Recording	2
THEA220 C	Scene Study	3
THEA225 C	Directing for the Theater	3
THEA228 C	Advanced Acting for the Camera	2
THEA232 C	Adv.Musical Thea Performance	2 - 3
THEA234 C	Rehearsal Performance III	2 - 3
THEA149 C	Stage Crew I- Running	1 - 2
	or	
THEA150 C	StageCrew II-Production Prep.	1 - 2
	or	
THEA151 C	Stage Crew III- Costume/Makeup	1 - 2
	or	
THEA152 C	StageCrew IV- House/Box Office	1 - 2
Total Units		29 - 30

DELETE DEGREES/CERTIFICATES																																										
DEGREE		EFF DATE	JUSTIFICATION																																							
Computer Information Systems	<p>INTERNET AND DATA COMMUNICATIONS CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CIS108 C</td> <td>Introduction to Internet</td> <td>2</td> </tr> <tr> <td>CIS109 C</td> <td>E-Business Applications</td> <td>3</td> </tr> <tr> <td>CIS155 C</td> <td>Microsoft Expression Web Apps</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS157 C</td> <td>Dreamweaver Business Apps</td> <td>3</td> </tr> <tr> <td>CIS179 C</td> <td>Intro to Web Page Design</td> <td>3</td> </tr> <tr> <td>CIS182 C</td> <td>Data Communications Management</td> <td>3</td> </tr> <tr> <td>CIS220 C</td> <td>Web Page Programming</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS227 C</td> <td>Java Script Programming & AJAX</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>17</td> </tr> </tbody> </table>			Units	CIS108 C	Introduction to Internet	2	CIS109 C	E-Business Applications	3	CIS155 C	Microsoft Expression Web Apps	3		or		CIS157 C	Dreamweaver Business Apps	3	CIS179 C	Intro to Web Page Design	3	CIS182 C	Data Communications Management	3	CIS220 C	Web Page Programming	3		or		CIS227 C	Java Script Programming & AJAX	3				Total Units		17	2014 Fall	A redundant program. It was designed at the age of the Internet arrival. The program is no longer in demand. The CIS department has now more recent certificates in the area of the Internet, Web page, and networking.
		Units																																								
CIS108 C	Introduction to Internet	2																																								
CIS109 C	E-Business Applications	3																																								
CIS155 C	Microsoft Expression Web Apps	3																																								
	or																																									
CIS157 C	Dreamweaver Business Apps	3																																								
CIS179 C	Intro to Web Page Design	3																																								
CIS182 C	Data Communications Management	3																																								
CIS220 C	Web Page Programming	3																																								
	or																																									
CIS227 C	Java Script Programming & AJAX	3																																								
Total Units		17																																								
Computer Information Systems	<p>WEB NETWORKING TECHNOLOGY CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CIS120 C</td> <td>Advanced Internet Applications</td> <td>3</td> </tr> <tr> <td>CIS121 C</td> <td>Adobe PDF Document Management</td> <td>3</td> </tr> <tr> <td>CIS155 C</td> <td>Microsoft Expression Web Apps</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS157 C</td> <td>Dreamweaver Business Apps</td> <td>3</td> </tr> <tr> <td>CIS179 C</td> <td>Intro to Web Page Design</td> <td>3</td> </tr> <tr> <td>CIS221 C</td> <td>Web Networking Technology</td> <td>3</td> </tr> <tr> <td>CIS262 C</td> <td>New Technology</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>18</td> </tr> </tbody> </table>			Units	CIS120 C	Advanced Internet Applications	3	CIS121 C	Adobe PDF Document Management	3	CIS155 C	Microsoft Expression Web Apps	3		or		CIS157 C	Dreamweaver Business Apps	3	CIS179 C	Intro to Web Page Design	3	CIS221 C	Web Networking Technology	3	CIS262 C	New Technology	3				Total Units		18	2014 Fall	No longer offered						
		Units																																								
CIS120 C	Advanced Internet Applications	3																																								
CIS121 C	Adobe PDF Document Management	3																																								
CIS155 C	Microsoft Expression Web Apps	3																																								
	or																																									
CIS157 C	Dreamweaver Business Apps	3																																								
CIS179 C	Intro to Web Page Design	3																																								
CIS221 C	Web Networking Technology	3																																								
CIS262 C	New Technology	3																																								
Total Units		18																																								
Court Reporting	<p>ASSOCIATE IN SCIENCE DEGREE COURT REPORTING</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>Total Units</td> <td></td> <td>72 - 112</td> </tr> </tbody> </table>			Units	Total Units		72 - 112	2014 Fall	The program is being deactivated as this has never been a viable alternative for court reporting students to pursue. The completion rate for AS Court Reporting is very low because of the number of units required for completion.																																	
		Units																																								
Total Units		72 - 112																																								
Education	<p>THE PARAPROFESSIONAL IN EDUCATION CERTIFICATE</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>Total Units</td> <td></td> <td>18</td> </tr> </tbody> </table>			Units	Total Units		18	2014 Fall	Courses within certificate were already deactivated.																																	
		Units																																								
Total Units		18																																								

DELETE DEGREES/CERTIFICATES																																																																								
DEGREE		EFF DATE	JUSTIFICATION																																																																					
Engineering Technology	<p>ASSOCIATE IN SCIENCE DEGREE DRAFTING ENGINEERING TECHNOLOGY</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MATH130 C</td> <td>Survey of Calculus</td> <td>4</td> </tr> <tr> <td>MATH141 C</td> <td>College Algebra</td> <td>4</td> </tr> <tr> <td>MATH142 C</td> <td>Trigonometry</td> <td>4</td> </tr> <tr> <td>PHYS201 C</td> <td>College Physics I</td> <td>4</td> </tr> <tr> <td>PHYS202 C</td> <td>College Physics II</td> <td>4</td> </tr> <tr> <td>ENGT205 C</td> <td>Advanced Engineering Autocad</td> <td>3</td> </tr> <tr> <td>ENGR102 C</td> <td>Engineering Graphics</td> <td>3</td> </tr> <tr> <td>ENGR110 C</td> <td>Introduction to Engineering</td> <td>3</td> </tr> <tr> <td>ENGR201 C</td> <td>Statics</td> <td>3</td> </tr> <tr> <td colspan="2">Total Units</td> <td>32</td> </tr> </tbody> </table>			Units	MATH130 C	Survey of Calculus	4	MATH141 C	College Algebra	4	MATH142 C	Trigonometry	4	PHYS201 C	College Physics I	4	PHYS202 C	College Physics II	4	ENGT205 C	Advanced Engineering Autocad	3	ENGR102 C	Engineering Graphics	3	ENGR110 C	Introduction to Engineering	3	ENGR201 C	Statics	3	Total Units		32	2014 Fall	This area has declined over the past decade and we no longer offer any classes in it																																				
		Units																																																																						
MATH130 C	Survey of Calculus	4																																																																						
MATH141 C	College Algebra	4																																																																						
MATH142 C	Trigonometry	4																																																																						
PHYS201 C	College Physics I	4																																																																						
PHYS202 C	College Physics II	4																																																																						
ENGT205 C	Advanced Engineering Autocad	3																																																																						
ENGR102 C	Engineering Graphics	3																																																																						
ENGR110 C	Introduction to Engineering	3																																																																						
ENGR201 C	Statics	3																																																																						
Total Units		32																																																																						
Human Services	<p>FAMILY STUDIES (BASIC) CERTIFICATE</p> <p>Required courses are listed in suggested sequence:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>PSY139 C</td> <td>Developmental Psychology</td> <td>3</td> </tr> <tr> <td>HUSR215 C</td> <td>Introduction to Family Studies</td> <td>3</td> </tr> <tr> <td>HUSR275 C</td> <td>Ethical Issues-Human Services</td> <td>3</td> </tr> <tr> <td>SOC275 C</td> <td>Marriage and Family</td> <td>3</td> </tr> <tr> <td colspan="3">Electives (Select 3 units from the list below.)</td> </tr> <tr> <th></th> <th></th> <th>Units</th> </tr> <tr> <td>PSY120 C</td> <td>Human Sexuality</td> <td>3</td> </tr> <tr> <td colspan="3">or</td> </tr> <tr> <td>SOC120 C</td> <td>Human Sexuality</td> <td>3</td> </tr> <tr> <td>HUSR223 C</td> <td>Helping Skills-Human Services</td> <td>3</td> </tr> <tr> <td>HUSR224 C</td> <td>Self-Esteem Strategies</td> <td>3</td> </tr> <tr> <td>HUSR225 C</td> <td>Families and Substance Abuse</td> <td>3</td> </tr> <tr> <td>HUSR240 C</td> <td>Drugs & Alcohol in Our Society</td> <td>3</td> </tr> <tr> <td>SOC250 C</td> <td>Sociology of Aging</td> <td>3</td> </tr> <tr> <td colspan="3">or</td> </tr> <tr> <td>HUSR250 C</td> <td>Sociology of Aging</td> <td>3</td> </tr> <tr> <td>PSY255 C</td> <td>Psychology of Aging</td> <td>3</td> </tr> <tr> <td colspan="3">or</td> </tr> <tr> <td>HUSR255 C</td> <td>Psychology of Aging</td> <td>3</td> </tr> <tr> <td>HUSR270 C</td> <td>Introduction to Victimology</td> <td>3</td> </tr> <tr> <td>HUSR271 C</td> <td>Society and Victimization</td> <td>3</td> </tr> <tr> <td colspan="2">Total Units</td> <td>15</td> </tr> </tbody> </table>			Units	PSY139 C	Developmental Psychology	3	HUSR215 C	Introduction to Family Studies	3	HUSR275 C	Ethical Issues-Human Services	3	SOC275 C	Marriage and Family	3	Electives (Select 3 units from the list below.)					Units	PSY120 C	Human Sexuality	3	or			SOC120 C	Human Sexuality	3	HUSR223 C	Helping Skills-Human Services	3	HUSR224 C	Self-Esteem Strategies	3	HUSR225 C	Families and Substance Abuse	3	HUSR240 C	Drugs & Alcohol in Our Society	3	SOC250 C	Sociology of Aging	3	or			HUSR250 C	Sociology of Aging	3	PSY255 C	Psychology of Aging	3	or			HUSR255 C	Psychology of Aging	3	HUSR270 C	Introduction to Victimology	3	HUSR271 C	Society and Victimization	3	Total Units		15	2014 Fall	Combining certificates to match matriculation for UC/CSU
		Units																																																																						
PSY139 C	Developmental Psychology	3																																																																						
HUSR215 C	Introduction to Family Studies	3																																																																						
HUSR275 C	Ethical Issues-Human Services	3																																																																						
SOC275 C	Marriage and Family	3																																																																						
Electives (Select 3 units from the list below.)																																																																								
		Units																																																																						
PSY120 C	Human Sexuality	3																																																																						
or																																																																								
SOC120 C	Human Sexuality	3																																																																						
HUSR223 C	Helping Skills-Human Services	3																																																																						
HUSR224 C	Self-Esteem Strategies	3																																																																						
HUSR225 C	Families and Substance Abuse	3																																																																						
HUSR240 C	Drugs & Alcohol in Our Society	3																																																																						
SOC250 C	Sociology of Aging	3																																																																						
or																																																																								
HUSR250 C	Sociology of Aging	3																																																																						
PSY255 C	Psychology of Aging	3																																																																						
or																																																																								
HUSR255 C	Psychology of Aging	3																																																																						
HUSR270 C	Introduction to Victimology	3																																																																						
HUSR271 C	Society and Victimization	3																																																																						
Total Units		15																																																																						

DEGREE WORKS SYTEM CLEANUP ITEMS – EFFECTIVE FALL 2013

**Insurance Co/Auto Collision Repair Industry Management Skills Certificate –
MGT 051 C deleted**

**Collision Repair Center Parts Manager Certificate –
CIS 125 C deleted and units reduced from 18 to 16**

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 11, 2014 Resolution _____
Information _____
SUBJECT: Academic Personnel Enclosure(s) X

BACKGROUND: Academic personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.a.1

Item No.

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 11, 2014 Resolution _____
SUBJECT: Classified Personnel Information _____
Enclosure(s) X

BACKGROUND: Classified personnel matters within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.b.1

Item No.

Classified Personnel
March 11, 2014

RETIREMENT

Barnes, Paula FC Clerical Assistant II
11-month position (100%)
Eff. 04/16/2014
PN FCC706

RESIGNATION

Hanstein, Andrea FC Director, Campus Communications
12-month position (100%)
Eff. 05/01/2014
PN FCM988

Kinrade, Kathleen CC Nurse Practitioner
12-month position (50%)
Eff. 05/31/2014
PN CCC739

NEW PERSONNEL

Macias de Llamas,
Maricruz FC Facilities Custodian I
12-month position (100%)
Range 27, Step A
Classified Salary Schedule
Eff. 03/12/2014
PN FCC681

Morse, Ethan FC Laboratory Clerk/Radio
11-month position (60%)
Range 31, Step A
Classified Salary Schedule
Eff. 03/12/2014
PN FCC659

Tran, Kevin FC Student Services Technician/Counseling
12-month position (100%)
Range 33, Step A
Classified Salary Schedule
Eff. 03/12/2014
PN FCC727

Williams, Stephen FC Facilities Custodian I
12-month position (100%)
Range 27, Step E

LEAVES OF ABSENCE

Carmichael, Christopher	CC	Facilities Custodian I (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/21/2014 -- 03/30/2014 (Consecutive Leave)
Dugan, Michele	CC	Student Services Specialist Family Medical Leave (FMLA/CFRA) Paid Leave Using Regular and Supplemental Sick Leave Until Exhausted; Unpaid Thereafter Eff. 01/24/2014 -- 02/24/2014 (Intermittent Leave) Eff. 02/25/2014 -- 03/27/2014 (Consecutive Leave)
Rodriguez, Miguel	CC	Facilities Custodian II (100%) Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 02/24/2014 -- 03/10/2014 (Consecutive Leave)
Shocklee, Marion	CC	Administrative Assistant II Family Medical Leave (FMLA/CFRA) Paid Leave Using Family Illness Leave and Personal Necessity Leave Until Exhausted; Unpaid Thereafter Eff. 02/21/2014 -- 02/21/2015 (Intermittent Leave)

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
DATE: March 11, 2014 Resolution _____
SUBJECT: Professional Experts Information _____
Enclosure(s) X

BACKGROUND: Professional Experts within budget.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget. The supervising manager is authorized by the Board to assign budget numbers in the employment of Professional Experts.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.c.1

Item No.

Professional Experts
March 11, 2014

PROFESSIONAL EXPERTS

Name	Site	Job Classification	Project Title	Max Permitted Hours per Week	Begin	End
Atkins, Clark	SCE	Project Expert	Veterans H1B Veterans NEXUS Advanced Manufacturing Project	20	03/10/2014	05/30/2014
Flynn, Brian	FC	Project Coordinator	Writing Center and Tutoring Center Workshops	7	02/18/2014	05/24/2014
Grunbaum, Brandon	CC	Technical Expert I	CTE Workforce Innovation Partnership	26	02/01/2014	02/28/2014
Grunbaum, Brandon	CC	Technical Expert I	CTE Workforce Innovation Partnership	26	03/01/2014	05/28/2014
Johnstone, Deborah	SCE	Project Coordinator	SoCal Sheet Metal JATC	26	03/05/2014	03/19/2014
Klyde, Michael	CC	Technical Expert I	CTE Workforce Innovation Partnership	N/A	02/10/2014	06/30/2014
Padilla, Debra	SCE	Project Expert	DSN/CACT Advanced Manufacturing Center and Veterans NEXUS Grant	26	03/03/2014	06/27/2014
Pegan, Andrew	FC	Project Expert	Light and Audio Event Programmer	26	01/28/2014	06/30/2014
Sober, Dustin	FC	Project Expert	Incite – Academic Support for Student Athletes	12	02/10/2014	05/30/2014
Sylvestro, Camina	FC	Technical Expert I	CTE/STEM Grant Externship Project	26	03/13/2014	06/30/2014

SCE TUITION PROGRAMS

Name	Salary	Trimester	Max Permitted Hours per Week
Emperado, Patrick	Tuition Rate	Spring Trimester	26
Harrell, Kathleen	Tuition Rate	Spring Trimester	26
Lomheim, Katherine	Tuition Rate	Spring Trimester	26

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES Action X
Resolution _____
DATE: March 11, 2014 Information _____
Enclosure(s) X
SUBJECT: Hourly Personnel

BACKGROUND: Short-term, substitute and student work-study/work experience personnel may be employed on a temporary basis from time to time to assist in the workload of various departments.

In accordance with the District's administrative procedures, the employment of short-term and substitute employees is restricted to not more than twenty-six (26) hours per week. The employment of student employees is restricted to not more than twenty (20) hours per week.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: These items are in compliance with Chapter 7, Human Resources, Board Policies and Administrative Procedures relating to personnel administration.

FUNDING SOURCE AND FINANCIAL IMPACT: All personnel matters are within budget.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.d.1

Item No.

Hourly Personnel
March 11, 2014

Short-Term Hourly

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Abutin, Maria	FC	Clerical/Secretarial - Assistance to VP Instruction	03/01/14	05/30/14	TE B 4
Alexander, Maridee	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	05/31/14	TE A 2
Alkhafaf, Mukhalad	SCE	Tech/Paraprof - Assist ACT with various projects	06/09/14	06/30/14	TE B 4
Al-Khalili, Abdulkader	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Al-Khalili, Abdulkader	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Awad, Amir	SCE	Tech/Paraprof - Assist ACT with various projects	04/14/14	06/30/14	TE B 4
Baker, Marcia	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 4
Baker, Marcia	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 4
Barba, Christine	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Barba, Christine	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Cheadle, Abigail	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 3
Cheadle, Abigail	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 3
Checkcinco, Francisco	CC	Clerical/Secretarial - Clerical assistant and Photo ID for PIO	05/12/14	08/07/14	TE A 4
Contreras, Rosemary	FC	Clerical/Secretarial - Administer placement tests in Assessment Center	05/05/14	06/30/14	TE B 1
Corros, Rochelle	CC	Clerical/Secretarial - Clerical assistance for Photo ID	03/12/14	06/10/14	TE A 1
Cruz-Karcher, Blanca	FC	Clerical/Secretarial - Clerical assistance for massage program clinic	04/14/14	06/30/14	TE A 4
Dominguez, Christine	FC	Clerical/Secretarial - Administer placement tests in Assessment Center	05/05/14	06/30/14	TE B 1
Duran, Austin	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Duran, Austin	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Gable, Asher	FC	Tech/Paraprof - Assist swim coach with swimming instruction	02/26/14	05/24/14	TE H 4
Goclowski, Andrew	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 4
Goclowski, Andrew	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 4
Guillen, Veronica	FC	Clerical/Secretarial - Assist in the Cosmetology Department	04/21/14	06/20/14	TE A 1
Hensley, Jeremy	FC	Athletic Program Assistant - Football	01/13/14	04/30/14	TE H 1
Hinton, Chase	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 2

Hourly Personnel
March 11, 2014

Hinton, Chase	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 2
Ibrahim, Hussam	SCE	Tech/Paraprof - Assist ACT with various projects	06/09/14	06/30/14	TE B 4
Jara, Nichole	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Jara, Nichole	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Jones, Cheyenne	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	02/12/14	06/30/14	TE B 4
Kahle, Jaylyn	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Kahle, Jaylyn	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Kang, David	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Kang, David	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Kern, Victoria	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Kern, Victoria	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Kucukkarlan, Gregory	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	03/20/14	06/30/14	TE B 2
Lehane, Stephanie	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Lehane, Stephanie	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Leon, Viviana	FC	Clerical/Secretarial - Assist in the Cosmetology Department	04/21/14	06/20/14	TE A 1
Lindquist, Kayla	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	03/20/14	06/30/14	TE B 3
Lutz, Kenneth	FC	Athletic Program Assistant - Football	01/13/14	04/25/14	TE H 4
Martinez, Elena	CC	Clerical/Secretarial - Assist on campus	03/12/14	05/16/14	TE A 2
Mass, Hailey	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Mass, Hailey	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Mata, Kaleikaumaka	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Mata, Kaleikaumaka	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
McCarthy, Quinlynn	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 3
McCarthy, Quinlynn	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 3
McClurkin, Lawrence	SCE	Tech/Paraprof - Assist ACT with various projects	05/05/14	06/30/14	TE B 4
McKinney, Joseph	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
McKinney, Joseph	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Molina, Monica	FC	Clerical/Secretarial - Assistance to VP Instruction	03/01/14	05/30/14	TE B 4

Hourly Personnel
March 11, 2014

Morelli, Benjamin	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 3
Morelli, Benjamin	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 3
Murano, Anthony	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 4
Murano, Anthony	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 4
Murillo, Raquel	CC	Clerical/Secretarial - Assist in Bursar fee station for student registration	03/09/14	06/06/14	TE A 4
Pham, Lena	FC	Clerical/Secretarial - Clerical assistant in Counseling Department	03/31/14	06/28/14	TE A 1
Pons, Hugo	CC	Tech/Paraprof - On-call theater crew for campus productions	03/26/14	06/30/14	TE A 1
Pons, Hugo	CC	Tech/Paraprof - On-call theater crew for rental productions	03/26/14	06/30/14	TE B 1
Pugsley, Lisa	FC	Tech/Paraprof - On-call theater crew for campus/rental productions	02/12/14	06/30/14	TE B 2
Purzycki, Conner	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 3
Purzycki, Conner	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 3
Rice, Robert	CC	Direct Instr Support - Assist in adaptive PE classes	03/13/14	05/24/14	TE A 4
Richard, Miranda	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Richard, Miranda	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Ro, Sharon	CC	Direct Instr Support - Notetaker for DSS students	03/04/14	05/24/14	TE A 4
Ruiz, Anahi	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 2
Ruiz, Anahi	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 2
Sanz, Julian	FC	Tech/Paraprof - Model for life drawing, sculpture and portrait classes	03/12/14	05/23/14	TE F 4
Thompson, Michael	CC	Tech/Paraprof - On-call theater crew for campus productions	03/15/14	06/30/14	TE A 1
Thompson, Michael	CC	Tech/Paraprof - On-call theater crew for rental productions	03/15/14	06/30/14	TE B 1
Valladares, Calvin	FC	Athletic Program Assistant - Men's Tennis	01/27/14	04/15/14	TE H 1
Wilson, Sammie	FC	Athletic Program Assistant - Football	01/09/14	04/20/14	TE H 4

Professional Medical Employees

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Davis, Tamara	FC	Medical - Health Services Specialist (RN)	03/26/14	06/30/14	ME B 4

Hourly Personnel
March 11, 2014

Tutors, Interpreters, and Readers

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ahmed, Ali	FC	Direct Instr Support - Tutor students in campus tutoring center	03/26/14	06/30/14	TE B 2
Arellano, Marisela	FC	Direct Instr Support - Tutor students in campus tutoring center	03/12/14	06/30/14	TE A 3
Bergeron, Michael	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/23/14	TE A 4
Bravo, Stephanie	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	03/31/14	04/11/14	TE A 4
Bravo, Stephanie	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	06/02/14	06/26/14	TE A 4
Bravo, Stephanie	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/22/14	TE A 4
Garcia de Alba, Lesley	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/23/14	TE A 4
Hein, Michael	SCE	Direct Instr Support - Tutor students in ESL, FL, and Citizenship preparation	03/12/14	06/30/14	TE A 4
Khalaj, Maryam	FC	Direct Instr Support - Tutor students in campus tutoring center	03/12/14	06/30/14	TE B 2
Penesa, Matthew	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/22/14	TE A 4
Pewthers, Joyce	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/22/14	TE A 4
Pewthers, Joyce	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	03/31/14	04/11/14	TE A 4
Pewthers, Joyce	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	06/02/14	06/26/14	TE A 4
Raynham, Cory	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/22/14	TE A 4
Raynham, Cory	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	06/02/14	06/26/14	TE A 4
Raynham, Cory	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	03/31/14	04/11/14	TE A 4
Rocha, Allyssa	SCE	Direct Instr Support - Tutor in Basic Skills and High School Diploma Program	04/21/14	05/23/14	TE A 4

Hourly Substitutes

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Murillo, Raquel	CC	Clerical/Secretarial - Substitute for Classified employee on leave	11/18/13	03/07/14	TE A 4

Hourly Personnel
 March 11, 2014

Full Time Students and Work Study

Name	Site	Title and Description of Service	Begin	End	Grade/Step
Ghazala, Latifa	FC	Work Study - Tutor for Tutoring Center	02/28/14	06/30/14	TE A 3
Gomez, Allan	FC	Full-time Student - Tutor students in STEM Grant Project	03/03/14	06/30/14	TE A 4
Howard, Nicole	FC	Work Study - Assist in EOPS department	03/03/14	06/30/14	TE A 3
Hsieh, Jesse	FC	Full-time Student - Tutor for Tutoring Center	02/26/14	06/30/14	TE A 3
McCormick, Chonhee	FC	Work Study - Assist in P.E. Department and Wellness Center	03/03/14	06/30/14	TE A 3
Moreno, Kayla	FC	Full-time Student - Clerical assistant in Counseling Department	08/26/13	06/30/14	TE A 1
Olson, Jessica	FC	Full-time Student - Clerical assistance for Natural Sciences Division	03/03/14	06/30/14	TE A 4
Rubio, Maimiliano	FC	Full-time Student - Assist in campus bookstore	03/13/14	06/30/14	TE A 1
Smith, Derrick	FC	Work Study - Assist in P.E. Department and Wellness Center	03/03/14	06/30/14	TE A 3
Tran, Nhi	CC	Full-time Student - Clerical assistant for International Student Center	03/11/14	06/30/14	TE A 1

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES
DATE: March 11, 2014
SUBJECT: Volunteers

Action X
Resolution _____
Information _____
Enclosure(s) X

BACKGROUND: The District recognizes the value of volunteer services in conjunction with certain programs, projects, and activities and may use the services of volunteers from time to time, when it serves the interests of the District. Volunteers are individuals who freely offer to perform services for the District without promise, expectation, or receipt of any compensation for the services provided.

How does this relate to the five District Strategic Directions? Not applicable.

How does this relate to Board Policy: Not applicable.

FUNDING SOURCE AND FINANCIAL IMPACT: Not applicable.

RECOMMENDATION: It is recommended that the following items be approved as submitted.

Irma Ramos

Recommended by

Approved for Submittal

5.e.1

Item No.

Volunteer Personnel
March 11, 2014

VOLUNTEER PERSONNEL WITHOUT PAY

Name	Site	Program	Begin	End
Aguilera, Victoria	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Aldazabal, C. Belen	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Alvarez, Liza	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Clark, Josh	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Cone, John	FC	Math & Computer Science Division	02/03/2014	06/30/2014
Corona, Masiel	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Cruz, Samuel	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Fukusumi, Hideki	CC	Internship - Counseling & Student Dev	03/11/2014	06/30/2014
Garcia Ramirez, Crystal	SCE	DSPS - Personal Care Attendant	02/01/2014	06/27/2014
Garcia, Malachi	SCE	DSPS - Independent Living Skills	02/07/2014	06/30/2014
Garren, Megan	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Guevara, Daniela	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Gutierrez, Claudia	FC	Math & Computer Science Division	02/03/2014	06/30/2014
Hein, Michael Lee	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Hernandez, Alan	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Herrera Castro, Jhon	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Horito, Samantha	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Humber, Amanda	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Inthavong, Akhom	FC	Physical Education - Women's Tennis	03/01/2014	06/30/2014
Jiang, Hui	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Khalil, Aghabi	FC	Internship - Cadena Transfer Center	03/18/2014	06/30/2014
LaFrontiere, Camille	SCE	DSPS - Personal Care Attendant	02/04/2014	06/27/2014
Lampton, Jessica	FC	Physical Education - Softball	03/03/2014	06/30/2014
Mancini, David	CC	Theater Department	02/26/2014	05/23/2014
Montez, Jessica	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Morales, Dason	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Perez, Maira	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Phan, Duy	FC	Tutoring Center	02/04/2014	05/22/2014
Ramirez, Jesse	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Robertson, Savannah	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Romero, Maricela	FC	Internship - Counseling	03/12/2014	05/30/2014
Schonken, Michael	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Schorr, Angelika	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Thu, Aung Si	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Tran, Han	SCE	ESL Department - SHINE Program	03/05/2014	06/27/2014
Vance, Keya	SCE	ESL Department - SHINE Program	04/02/2014	06/27/2014
Wong, Stephen	SCE	Internship - ESL	04/12/2014	06/27/2014
Wu, Emily	SCE	ESL Department - SHINE Program	03/19/2014	06/27/2014
Youngerman, Jacelyn	CC	Physical Education - Aquatics	02/26/2014	06/30/2014

Volunteer Personnel
March 11, 2014

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO:	BOARD OF TRUSTEES	Action	<u> X </u>
DATE:	March 11, 2014	Resolution	<u> </u>
SUBJECT:	Fullerton College Accreditation Midterm Report	Information	<u> </u>
		Enclosure(s)	<u> X </u>

BACKGROUND: At its meeting of February 25, 2014, the Board of Trustees received the Fullerton College 2014 Accreditation Midterm Report. During review and discussion of the report, concern was expressed regarding the absence of evidence or additional evidence related to those items identified in the report.

Upon conclusion of discussion, it was agreed that Fullerton College staff would revisit the report in response to the concerns raised and is to resubmit the revised report for the March 11 Board of Trustees meeting. Thus, a revised Fullerton College 2014 Accreditation Midterm Report is now presented for the Board's consideration.

In spring 2011, Fullerton College began the process of reaffirming a six-year accreditation cycle by developing an Institutional Self Study in preparation for a site visit by the Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (WASC/ACCJC). The reaffirmation process also includes a Focused Midterm Report in the third year that responds to recommendations resulting from the March 2012 accreditation site visit. The Focused Midterm Report also includes college-identified planning agenda items and input from all campus constituencies and is due to the ACCJC by March 15, 2014.

How does this relate to the five District Strategic Directions? This item relates to all directions of the District Strategic Plan.

How does this relate to Board Policy: This relates to Board Policy 3200, Accreditation.

FUNDING SOURCE AND FINANCIAL IMPACT: All items related to accreditation are within budget.

RECOMMENDATION: It is recommended that the Board of Trustees receive and accept the updated Fullerton College Accreditation Midterm Report.

Rajen Vurdien

Recommended by

Approved for Submittal

6.a.1

Item No.

Fullerton College
North Orange County Community College District

Midterm Report

Submitted by:

Fullerton College
321 E. Chapman Avenue
Fullerton, California 92832

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March, 2014

Fullerton College Midterm Report

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Rajen Vurdien, Ph.D., MBA
Fullerton College
321 E. Chapman Avenue
Fullerton, California 92832

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Rajen Vurdien, Ph.D., MBA, Fullerton College President

Ned Doffoney, Ed.D, Chancellor

Jeffrey P. Brown, President, Board of Trustees

Samuel Foster, Ph.D., President, Faculty Senate

Ericka Adakai, President, Classified Senate

Joseph Victor, President, Associated Students

Toni M. DuBois, Ph.D., VPSS, Accreditation Liaison Officer

TABLE OF CONTENTS

Certification2

Report Preparation4

District Recommendation #15

District Recommendation #216

District Recommendation #322

College Recommendation #126

College Recommendation #229

College Recommendation #336

College Recommendation #440

College Recommendation #544

Response to Self-identified Issues (formerly planning agendas).....47

Appendix A: Evidence for District Recommendations56

Appendix B: Evidence for College Recommendations63

Report Preparation

This Midterm Report includes narrative analysis and evidence that demonstrates the resolution of deficiencies, describes progress on recommendations for improvement, and identifies the status of Fullerton College's self-identified improvement plans from the College's 2011 Institutional Self Evaluation.

A task force was formed to complete the Midterm Report. Dr. Sam Foster, Dr. Janice Chadwick, and Dr. Marcus Wilson represented the FC Faculty, Dr. Terry Giugni, Dr. Jamail Carter, Dr. Toni DuBois, Ms. Claudette Dain and Dr. Ann Hovey represented the management staff, and Ms. Ericka Adakai represented the classified staff. The task force worked with the various constituent groups of the college to ensure that the report represents the opinions of the whole of the college. In addition to the input from the members of the task force, the draft of the Midterm Report was distributed to the Faculty Senate, the Deans' Council, the Classified Senate, the Associate Students, and the President's Advisory Council for input.

The North Orange County Community College District Board of Trustees received a draft copy of the Midterm Report with supporting documents as an information item at the December 10, 2013 Board meeting and received the final Report for acceptance at the March 11, 2014 Board meeting.

Response to Team Recommendations and the Commission Action Letter

District Recommendation #1

In order to meet the Standards, the Team recommends the district, in concert with the colleges, further define and align planning, governance, and decision-making processes to provide improved clarity to its structure, function, and linkages. (Standards IB.3; IB.4; IB.6; IVA.3; IVB.3.a; Eligibility Requirement 19)

Descriptive Summary

The commission's recommendation directs the North Orange County Community College District (NOCCCD) to articulate and align both district-level planning and governance/decision-making processes. The two sets of processes – planning and governance/decision-making – were addressed separately albeit with similar processes.

Assessment of District-level Planning and the Creation of the *North Orange County Community College District 2012 Integrated Planning Manual*

When this recommendation was received in June 2011, the *NOCCCD District-wide Strategic Plan 2009-2011* (D1-01) was at the end of its term and NOCCCD was mid-way through the development of the *NOCCCD 2011 Comprehensive Master Plan*.

(<http://www.nocccd.edu/masterplan/index.html>, D1-02) Although these two key documents provide evidence that district-level planning was taking place, the visiting team correctly identified that NOCCCD had neither clearly articulated district-level planning processes nor had described how the components of district-level planning were connected to one another and to campus planning processes.

In late spring 2011 the Chancellor, two College Presidents, and the Provost of the School of Continuing Education appointed 40 representatives to serve on an Ad Hoc District Planning Committee. (D1-03) In July, this Committee met for the purposes of confirming the District Strategic Directions for the *NOCCCD 2011 Comprehensive Master Plan* and to review a proposed process for working toward resolution of the ACCJC District Recommendations. The Chancellor assigned the District Director of Information Services with facilitating this process in collaboration with a consultant.

The challenge was to develop a process that would complete the task on an accelerated timeline while still providing multiple opportunities for feedback. To meet this challenge, a process was used that combined the use of core teams called workgroups for preparing initial drafts combined with broad distribution of multiple drafts district-wide. (D1-04) This approach was used to develop three documents that are central to NOCCCD's response to the ACCJC District Recommendations:

- *NOCCCD 2012 Integrated Planning Manual* (D1-05)
- *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* (D1-06)
- *NOCCCD Budget Allocation Handbook 2012* (D2-01)

The timeline for the development of these three documents is approximately the same. Despite the similarities in processes and timelines, each document is described separately in this Midterm Report to enhance clarity.

The following describes the process for the development of the *NOCCCD 2012 Integrated Planning Manual*.

Integrated Planning Workgroup: The Integrated Planning Workgroup was composed of faculty leaders and administrators from the Ad Hoc District Planning Committee chosen for their familiarity with or interest in planning concepts and processes. The Integrated Planning Workgroup functioned as a small, task-focused cadre of writers and first readers. In its first meeting (D1-07), the Integrated Planning Workgroup was charged with:

- Describing and evaluating current district-level planning processes;
- Comparing the current processes to integrated planning processes in other districts;
- Recommending solutions to identified gaps in the planning processes; and
- Creating a manual to guide district-level integrated planning.

Also in its first meeting, when the Integrated Planning Workgroup compared the components typically found in integrated planning cycles with current district-level planning, they identified the need to develop:

- Charts showing the timeline and process for all current district-level planning processes;
- A process for District Services Administrative Review;
- A process to assess and document progress on District Strategic Directions; and
- A process to assess planning and governance/decision-making processes.

New and revised district-level planning processes were developed through small group discussions. Recommendations from the small group were then reviewed by the larger Integrated Planning Workgroup. The *NOCCCD 2012 Integrated Planning Manual* was revised three times within the Integrated Planning Workgroup before this document was distributed to a larger audience. (D1-08, D1-09, D1-10) In this way, when NOCCCD constituencies were reviewing and critiquing the descriptions of current district-level planning processes in the drafts of the *NOCCCD 2012 Integrated Planning Manual*, they were also reviewing and critiquing recommended revisions and additions to district-level planning processes. The following iterative process was completed to prepare the document:

- Distribution of a draft to all employees for review and comment; (D1-11, D1-12)
- Integration of feedback to prepare a revised draft;
- Distribution of the revised draft to Chancellor's Cabinet/District Planning Council for circulation to constituencies for review and comment; (D1-13, D1-14, D1-15)
- Integration of feedback to prepare a revised draft;

- Second distribution of the draft to all employees via site CEOs and to the Board for review and comment; (D1-16, D1-17, D1-18)
- Integration of feedback to prepare a revised draft; and
- Second distribution to Chancellor's Cabinet/District Planning Council for circulation to constituencies review and comment. (D1-19, D1-20)

The input from this final round of feedback was incorporated into the document to prepare the penultimate draft of the *NOCCCD 2012 Integrated Planning Manual*. This draft was presented to the Board for review and comment. (D1-21) Following the integration of their comments, the final document was prepared. The Chancellor's Cabinet/District Planning Council approved the final draft on February 13, 2012. (D1-22) The completed *NOCCCD 2012 Integrated Planning Manual* was presented to the Board for information on February 28, 2012. (D1-23)

The *NOCCCD 2012 Integrated Planning Manual* begins with a description of the NOCCCD integrated planning model. Following that overview is a description of the process and timeline for each of these components in the model:

- District Mission Statement
- Comprehensive Master Plan
- District-wide Strategic Plan
- District Services Administrative Review
- Budget Allocation
- Plan Implementation
- Assessment of Progress on District Strategic Directions
- Assessment of the Planning and Decision-making Processes

Each of NOCCCD's entities -- Cypress College, Fullerton College and the School of Continuing Education -- also has an integrated planning process in which the components are linked to one another. The planning processes at each NOCCCD entity link to district-level planning in two ways:

- The District Strategic Directions establish the district-wide institutional goals. The campuses in turn develop site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions.
- The annual Progress Report details progress on District Strategic Directions and District Objectives as well as campus goals and objectives. Two iterations of this have been completed. The first was the *NOCCCD District-wide Strategic Plan 2011-12 Final Report* (D1-24) which was presented to the Board on August 28, 2012 (D1-25) to make the final report on the previous strategic plan. The second was the *NOCCCD 2013 Progress Report on the District-wide Strategic Plan 2012-2014* (D1-26) presented to the Board on August 27, 2013 (D1-27) which was the first progress report on the current strategic plan. (D1-28)

The *NOCCCD 2012 Integrated Planning Manual* was used to create a Planning Calendar of Activities for each year from 2012 through 2020. (D1-29) Annual updates to this document track progress on each activity described in the manual by month and by responsible group or individual. Each annual calendar links to evidence of the completion or modification of each activity. (D1-30, D1-31)

The *NOCCCD 2012 Integrated Planning Manual* describes two processes designed to maintain the credibility of the document as a reliable resource:

- The *NOCCCD 2012 Integrated Planning Manual* is reviewed annually to determine if minor changes are needed, such as changes in descriptions, timelines, or processes. The first review was completed in April 2013. As a result of this review, the *NOCCCD 2013 Integrated Planning Manual* was prepared. (D1-32) Future annual reviews are scheduled in the Planning Calendar of Activities. (D1-29)
- The *NOCCCD Integrated Planning Manual* will also be updated every three years to reflect changes that result from the formal assessment of the planning processes. Refer to the response to District Recommendation #3 for a description of this assessment process. As noted in the Planning Calendar of Activities, this formal assessment is scheduled for 2015. (D1-33)

Assessment of District-level Governance and Decision-Making and the Creation of the North Orange County Community College District 2012 Decision Making Resource Manual: Structure, Function, and Alignment

When this ACCJC recommendation was received in June 2011, NOCCCD had in place documents to describe the purpose and membership of the two primary district-level governance groups: District Planning Council and the Chancellor's Cabinet. (D1-34) However, the visiting team correctly noted that these documents did not describe the flow of recommendations and did not include explanations of the purpose and membership of organizational groups.

As a result of failing to explain governance/decision-making processes so that they are transparent across NOCCCD, lack of trust was often cited as a characteristic of the dynamics within NOCCCD. Without trust, a positive collegial culture is difficult to establish because constituents often perceive that decisions are reached without consultation as opposed to being reached through a partnership of Board members, faculty, staff, administration, and students.

As part of the effort to reduce tensions and increase trust across NOCCCD, in July 2011, the 40 members of the Ad Hoc District Planning Committee were interviewed to ascertain their current concerns and their visions for NOCCCD's future. (Refer to <http://www.nocccd.edu/masterplan/index.html> Chapter 2, page 2-80 and the Appendix, pages A-2 through A-5, D1-02) The following nine themes describe the group's collective vision of NOCCCD's potential in the next decade:

1. NOCCCD will be student-centered.
2. Each NOCCCD campus will have a distinctive identity.
3. NOCCCD will be innovative.
4. NOCCCD will be courageous.
5. NOCCCD will communicate effectively.
6. NOCCCD will be characterized by mutual respect for all sites.
7. NOCCCD will be proactively compliant.
8. NOCCCD will have strong educational partnerships.
9. NOCCCD will reflect the community.

The fifth theme is of particular relevance to governance and decision-making. The specific suggestions offered in the interviews to strengthen trust in NOCCCD leadership were to:

- Clearly define roles for employees at all levels of NOCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities;
- Rely on data to make decisions and set priorities; and
- Create venues for representatives of the sites to collaborate with each other for the benefit of students district-wide.

To follow-up on some of these suggestions, the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was developed to clarify the roles and responsibilities of constituent groups as well as the processes that are used to make decisions in the NOCCCD.

The Chancellor assigned the District Director of Information Services to co-facilitate with a consultant the development of the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. Faced with the same challenge to develop a process that would complete the task on an accelerated timeline while still providing multiple opportunities for feedback, a process was used that is similar to the process previously described in this response to District Recommendation #1 regarding the development of the *NOCCCD 2012 Integrated Planning Manual*.

The following is a summary of the process used to develop the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*.

Decision Making Workgroup: The Decision Making Workgroup was composed of faculty leaders and administrators from the Ad Hoc District Planning Committee and other representatives chosen for their familiarity with or interest in governance/decision-making processes. This workgroup functioned as a small, task-focused cadre of writers and first readers. The Decision Making Workgroup was charged with:

- Clarifying and describing the purpose, membership, and reporting structure of current district-level governance/decision-making processes;

- Evaluating the effectiveness of current district-level governance/decision-making processes;
- Identifying gaps in the district-level governance/decision-making processes and recommending strategies to fill those gaps; and
- Creating a manual to describe the structure, function, and alignment of district-level governance/decision-making processes.

In their first meeting, the Decision Making Workgroup agreed that it was their task to develop a document that would describe the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. Other tasks completed by the Decision Making Workgroup in their first meeting were:

- Defined the role of each constituency from the Board to students to frame the governance/decision-making processes;
- Developed a list of current district-level governance and decision-making groups;
- Defined the purpose, membership, and reporting structure for each existing district-level governance and decision-making group;
- Reviewed the list of current groups and identified that instructional and student services were two areas where a district-level governance/decision-making group needed be added; and
- Recommended changes to the current district-level governance/decision-making structure, such as:
 - o Renaming groups to better describe their function;
 - o Revising/articulating groups' purposes to narrow and/or expand the group's purview; and
 - o Clarifying the group or position that received each group's recommendations. (D1-35, D1-36)

As with the *NOCCCD 2012 Integrated Planning Manual*, these recommended changes to governance and decision-making groups were used to draft the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. This manual was revised five times within the Decision Making Workgroup before this document was distributed to a larger audience. (D1-37, D1-38, D1-39, D1-40, D1-41) The task for the Decision Making Workgroup and larger audiences when they responded to drafts of the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* included the review and critique of these recommended changes in governance and decision-making groups. The following iterative process was completed to prepare the document:

- Distribution of a draft to all employees for review and comment; (D1-42, D1-43)
- Integration of feedback to prepare a revised draft;
- Distribution of the revised draft to Chancellor's Cabinet/District Planning Council for circulation to constituencies for review and comment; (D1-44, D1-15)
- Integration of feedback to prepare a revised draft;
- Second distribution of the draft to all employees via site CEOs and to the Board for review and comment; (D1-16, D1-17, D1-18)

- Integration of feedback to prepare a revised draft; and
- Second distribution to Chancellor’s Cabinet/District Planning Council for circulation to constituencies for review and comment. (D1-19, D1-20)

The input from this final round of feedback was incorporated into the document to prepare the penultimate draft of the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. This draft was presented to the Board for review and comment. (D1-21)

Following the integration of their comments, the final document was prepared. The Chancellor’s Cabinet/District Planning Council approved the final draft on February 13, 2012. (D1-22) The completed *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was presented to the Board for information on February 28, 2012. (D1-23)

The *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* begins by making the distinction between governance, organizational, and ad hoc groups. Following this explanation, the manual describes the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another for each of the groups listed below.

NOCCCD Governance Groups

District Consultation Council

Sub-committees:

- Council on Budget and Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- Technology Coordinating Council

NOCCCD Organizational Groups

Chancellor’s Staff

Banner Steering Committee

Sub-committees:

- Student Team
- myGateway Steering Committee

Budget Officers

District Agenda Committee

District Equal Employment Opportunity Advisory Committee

District Facilities Committee

District Grants and Resource Development Committee

District Services Committee

District Staff Development Committee

District Technology Roundtable

Learning Management System Steering Team

The *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* was used to augment the Planning Calendar of Activities for each year from 2012 through 2020. (D1-29) Annual updates to this document track progress on each activity described in the manual by month and by responsible group or individual. Each annual calendar links to evidence of the completion or modification of each activity. (D1-30, D1-31)

NOCCCD communicated the components and organization of district-level planning and governance/decision-making processes articulated in the *NOCCCD 2012 Integrated Planning Manual* and the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* to the entire district community and assessed the effectiveness of that communication through the following activities:

- Conducted a presentation at Cypress College entitled “How to Participate in Planning, Decision Making and Budgeting in the North Orange County Community College District” on April 20, 2012. (D1-45)
- Conducted a presentation at School of Continuing Education entitled “How to Participate in Planning, Decision Making and Budgeting in the North Orange County Community College District” on May 2, 2012. (D1-46)
- Presented the “Board Role in Planning, Decision Making and Budgeting in the North Orange County Community College District” to the Board at their retreat on July 21, 2012. (D1-47)
- Conducted a presentation at Fullerton College entitled “How to Participate in Planning, Decision Making and Budgeting in the North Orange County Community College District” on February 21, 2013. (D1-48)
- Included in the annual *NOCCCD District Services/District-wide Communications Satisfaction Survey 2013* questions regarding the understanding and effectiveness of district-level planning, governance and decision-making processes to assess the effectiveness of the trainings. (D1-49, D1-50)

In order to maintain the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* as a reliable resource, the document will be reviewed both annually and on a three-year-cycle:

- The *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* is reviewed annually to determine if minor changes are needed, such as changes in descriptions, timelines, or processes. The first review was completed in April 2013. As a result of this review, the *NOCCCD 2013 Decision Making Resource Manual: Structure, Function, and Alignment* was prepared. (D1-51)
- The *NOCCCD Decision Making Resource Manual: Structure, Function, and Alignment* will also be updated every three years to reflect changes that result from the formal assessment of the governance/decision making processes. Refer to the *NOCCCD 2013 Integrated Planning Manual* and the response to District Recommendation #3 for a description of the assessment process. As noted in the Planning Calendar of Activities, this formal assessment is scheduled for 2015. (D1-33)

Evaluation

NOCCCD has successfully accomplished the following since receiving ACCJC District Recommendation #1 two years and four months ago:

- Conducted the district-wide dialogue needed to review and revise its district-level planning and governance/decision-making processes,
- Produced two documents that articulate the function, structure, and linkages of these processes,
- Developed a planning calendar of activities to track task completion,
- Collected evidence of the completion of all activities outlined in the two documents,
- Communicated the contents of the two documents district-wide,
- Reviewed and revised the two documents to reflect minor changes, such as in descriptions, timelines, or processes,
- Implemented all new and revised planning processes as scheduled including the development of the *NOCCCD Strategic Plan 2012-2014*, and
- Implemented the revised governance and decision-making structure.

A formal assessment of the planning and governance/decision making processes is scheduled for 2015. (D1-33)

NOCCCD is committed to following the timeline and process charts in the *NOCCCD 2012 Integrated Planning Manual* as evidenced by the following:

- Creation of a Planning Calendar of Activities to track progress on all tasks identified in the *NOCCCD 2012 Integrated Planning Manual* and the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. (D1-29) Links to the evidence that documents completion of the tasks are embedded in the annual calendars. (D1-30, D1-31)

- Completion of the *NOCCCD District-wide Strategic Plan 2011-12 Final Report*, which was presented to the Board on August 28, 2012 to close the loop on the previous strategic planning cycle. (D1-24, D1-25)
- Completion of the *NOCCCD District-wide Strategic Plan 2012-2014*, which is a key component in the NOCCCD integrated planning process. (D1-28) This document was presented and approved at District Consultation Council on April 23, 2012 (D1-52) and presented to the Board for information on May 8, 2012. (D1-53)
- Completion of the *NOCCCD 2013 Progress Report on the District-wide Strategic Plan 2012-14* which assessed progress on the District-wide Strategic Plan and District Strategic Directions. (D1-26) This document was presented to the Board on August 27, 2013. (D1-27) The Board provided feedback that will be used to improve the progress report for Fall 2014. (D1-54)
- Completion of one cycle of the District Services Administrative Review as described in the *NOCCCD 2012 Integrated Planning Manual*. (D1-55) The results of these administrative reviews were accepted at the District Services Committee and reviewed at Chancellor's Staff as noted in the 2012 Planning Calendar of Activities. (D1-30) Although funding requests did not emerge from the process this year, when such requests are forwarded through District Services Administrative Reviews, the District Services Committee will recommend funding priorities to the Council on Budget and Facilities.
- Completion of two cycles of Budget Development as described in the *NOCCCD 2012 Integrated Planning Manual*. The annual Budget Calendar of Activities is used each year to track progress by month and responsible group or individual. (D1-56, D1-57)
- Revision of the Proposed Budget Document to indicate how planning is linked to resource allocation. (D1-58, D1-59)

NOCCCD is committed to implementing changes in title, purpose, and reporting structure of the governance/decision-making groups outlined in the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* as evidenced by the following.

- Replaced Chancellor's Cabinet meetings with District Consultation Council meetings beginning February 27, 2012. (D1-60)
- Replaced District Planning Council meetings with Council on Budget and Facilities meetings beginning March 12, 2012. (D1-61)
- Replaced Technology Coordinating Council meetings with Technology Advisory Committee meetings November 15, 2011. (D1-62)

- Formed the Institutional Effectiveness Coordinating Council that began meeting on April 16, 2012. (D1-63) One of the accomplishments of this group is the development of the *District-wide Institutional Effectiveness Report and Inventory of Programs and Services to Address the Achievement Gap*, a task assigned to this group in the *NOCCCD District-wide Strategic Plan 2012 – 2014*. (D1-64)
- Posted meeting materials and minutes for all governance groups on the NOCCCD intranet (myGateway). (D1-65)

The Board of Trustees is committed to the ongoing improvement of NOCCCD planning and governance/decision-making processes as evidenced by the Chancellor’s goals for the past three years.

- The Chancellor’s 2011 -2012 goals included:

Meet Accreditation Standards

- Present a Program Discontinuance Board Policy to the Board for consideration.
- Create and implement a District planning process that:
 - o Is data-driven
 - o Is transparent
 - o Is inclusive
 - o Identifies responsible individuals for continuous oversight improvement, and ongoing evaluation
 - o Is documented in a district-wide Governance Assessment Report
 - o Satisfies the accreditation recommendations
- Ensure that District planning integrates research from Cypress College, Fullerton College, and the School of Continuing Education to demonstrate district-wide institutional effectiveness and resource allocation. (D1-66)

- The Chancellor’s 2012-2013 goals included:

Continue with Accreditation Compliance

- Ensure continuous oversight, improvement, and ongoing evaluation.
- Document in a District-wide Governance Assessment Report.
- Ensure that District planning integrates research from Cypress College, Fullerton College, and the School of Continuing Education to demonstrate District-wide institutional effectiveness and resource allocation. (D1-67)

- The Chancellor’s 2013-2014 goals include:

Continue with Accreditation Compliance

- Ensure continuous oversight, improvement, and ongoing evaluation.

- Document in a District-wide Governance Assessment Report.
- Ensure that District planning integrates research from Cypress College, Fullerton College, and the School of Continuing Education to demonstrate District-wide institutional effectiveness and resource allocation. (D1-68)

Next Steps

1. NOCCCD will evaluate the effectiveness of the district-wide presentations that described the components and organization of district-level planning and governance/decision-making processes and will use that feedback as the basis for improvement in such presentations.
2. NOCCCD will maintain the Planning Calendar of Activities to track completion of the tasks identified in the *NOCCCD 2013 Integrated Planning Manual* and the *NOCCCD 2013 Decision Making Resource Manual: Structure, Function, and Alignment*.

District Recommendation #2

To fully meet the Standards, the Team recommends the district clearly delineate its budget allocation model, communicate the model to campus constituencies, and provide clarity as to its link to district planning. (Standards IB.3; IB.4; IID.1.a; IVB.3.a; Eligibility Requirement 17)

Descriptive Summary

This recommendation directs NOCCCD to develop clear descriptions of the NOCCCD budget allocation model as well as the connection between district-level budget allocations and planning. Given the simultaneous efforts to review, assess, and articulate district-level planning and governance/decision-making processes, the decision was made to develop two descriptions of the NOCCCD budget allocation model. The first description, intended for a general audience, is included in the *NOCCCD 2012 Integrated Planning Manual* and in the subsequent revision produced in April 2013 with minor updates. (D1-05, D1-32) The second and more technical description of the NOCCCD budget allocation model is presented in a separate document, the *NOCCCD Budget Allocation Handbook 2012* and in the April 2013 revision of this manual which includes minor updates. (D2-01, D2-02)

In addition to the district-level budget allocation model described in these manuals, each NOCCCD campus also has a budget allocation model for the internal distribution of funds, including evidence of how budget allocations are linked to campus and district-level planning.

The development, review, and revision process used to produce the *NOCCCD 2012 Integrated Planning Manual* and *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment* is described in the response to District Recommendation #1 in this Midterm Report and will not be repeated here. A similar process was followed to develop the *NOCCCD Budget Allocation Handbook 2012*. The process combined the use of a core team called the Budget Allocation Workgroup to prepare initial drafts followed by multiple cycles of broad distribution of drafts for review, comment, and revision. (D1-04)

The following describes the process used to develop the *NOCCCD Budget Allocation Handbook 2012*.

Budget Allocation Workgroup: The Budget Allocation Workgroup was composed of faculty leaders and administrators from the Ad Hoc District Planning Committee chosen for their familiarity with or interest in the budget allocation model and budgeting processes. The Budget Allocation Workgroup functioned as a small, task-focused cadre of writers and first readers. In its first meeting, (D2-03) the Budget Allocation Workgroup was charged with the task of preparing a description of the current NOCCCD budget allocation model that could be widely understood. Also in its first meeting, the Budget Allocation Workgroup completed these tasks:

- Reviewed the elements commonly found in a budget allocation handbook;
- Identified which common elements should be included in this budget allocation handbook;
- Provided feedback on sample table of contents from other district budget allocation handbooks;
- Discussed a flowchart or graphic to illustrate the NOCCCD budget allocation model; and
- Discussed a process and schedule for review and assessment of the NOCCCD budget allocation model to be included in the *NOCCCD Budget Allocation Handbook 2012*.

Since the task was to explain the current NOCCCD budget allocation model rather than evaluate the current NOCCCD budget allocation model, this Budget Allocation Workgroup explained the evaluation component but did not evaluate the current model during this process.

Once the document was drafted and reviewed by this core group, input from larger audiences was sought. The *NOCCCD Budget Allocation Handbook 2012* and/or components of the handbook were revised a total of five times within the Budget Allocation Workgroup before the document was distributed to a larger audience. (D2-04, D2-04, D2-05, D2-06, D2-07, D2-08, D2-09, D2-10, D2-11) Following these revisions by the workgroup, an iterative process was used to prepare the final document:

- Distribution of a draft to all employees for review and comment; (D2-12)
- Integration of the feedback to prepare a revised draft;
- Distribution of the revised draft to Chancellor's Cabinet/District Planning Council for circulation for review and comment;
- Integration of the feedback to prepare a revised draft;
- Second distribution of the draft to all employees for review and comment;
- Integration of the feedback to prepare a revised draft; and
- Second distribution of the draft to Chancellor's Cabinet/District Planning Council and to the Board for review and comment. (D1-16)

The input from this final round of feedback was incorporated into the document to prepare the penultimate draft of the *NOCCCD Budget Allocation Handbook 2012*. This draft was presented to the Board for review and comment. Following the integration of their comments, the final document was prepared. The Chancellor's Cabinet/District Planning Council approved the final draft on February 13, 2012. (D1-22) The completed *NOCCCD Budget Allocation Handbook 2012* was presented to the Board for information on February 28, 2012. (D1-23)

The *NOCCCD Budget Allocation Handbook 2012* has three general sections:

- First is a general description of NOCCCD's Council on Budget and Facilities, the timeline and process for budget development, and a list of the board policies and administrative procedures that guide budget development.
- Second is a graphical overview of the budget allocation process followed by an explanation of each component within the graphic.
- Third is the evaluation component that describes how NOCCCD works toward continuous quality improvement in budget allocation processes by assessing the effectiveness of resource allocations as they relate to the NOCCCD Mission and District Strategic Directions. As an overview of this process, the Council on Budget and Facilities continually evaluates the allocation model process and the allocations that are formula-driven. (D2-13, D2-14, D2-15, D2-16, D2-17, D2-18, D2-19, D2-20, D2-21) The resulting assessment report is presented to the District Consultation Council. (D2-22, D2-23, D2-24) Each site provides input into this process via their respective representative(s) on the District Consultation Council and on the Council on Budget and Facilities.

The *NOCCCD Budget Allocation Handbook 2012* was used to create a Budget Calendar of Activities for each year from 2012 through 2020. (D2-25) Annual updates to this document track progress on each activity described in the manual by month and by responsible group or individual. Each annual calendar links to evidence of the completion or modification of each activity. (D1-56, D1-57)

To communicate the NOCCCD budget allocation model to campus constituencies, the *NOCCCD Budget Allocation Handbook 2012* and subsequent revisions are posted on the NOCCCD website. (<http://www.nocccd.edu/Accreditation.htm>) In addition, the Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs conduct annual campus-wide meetings at each site to review the NOCCCD budget allocation model. These meetings were conducted in spring 2012 and spring 2013 as documented in the 2012 and 2013 annual Budget Calendar of Activities. (D1-56, D1-57) Future presentations are scheduled for each spring in the Budget Calendar of Activities. (D2-25) The information presented includes any changes to the model that occurred as a result of the model's evaluation component.

Regarding the links between budget allocations and planning, in general, all of the District Strategic Directions are plans intended to increase student success; similarly, the purpose of the NOCCCD budget allocation model is to fund the programs and services that both directly and indirectly promote student success. Students' needs are the foundation of decisions regarding the expansion and contraction of the budget allocations.

In addition to this general link between planning and budget allocations, NOCCCD ensures direct links between specific budget allocations and the District Strategic Directions in the following three ways.

1. A Strategic Plan Fund was created as a component of NOCCCD's budget allocation model as one transparent mechanism to align planning with resource allocations. Proposals for resources from the Strategic Plan Fund require that the project contribute to achievement of a District Strategic Direction. This annual process is tracked on the Budget Calendar of Activities each year. (D1-56, D1-57)
2. NOCCCD's annual Proposed Budget Document has been modified to indicate the alignment of resources with planning. (D1-58, D1-59) As appropriate, NOCCCD entities will identify and link budgets and expenditures directly related to achievement of specific District Strategic Directions by using a unique identifying budget code. Dollars spent in this way will be included in the Proposed Budget Presentation to the Board. This information was most recently reported to the Board on September 10, 2013. (D2-26)
3. The budget allocation processes at each campus include links to campus goals, each of which align with District Strategic Directions.

Evaluation

In the two years and four months since NOCCCD received ACCJC District Recommendation #2, NOCCCD has successfully completed the following activities:

- Prepared two different levels of descriptions of the NOCCCD budget allocation process;
- Developed a Budget Calendar of Activities to track task completion;
- Collected evidence of the completion of all the activities outlined in the manual;
- Communicated the contents of the manual district-wide;
- Created the *NOCCCD Budget Central* website as a repository for all budget related documents;
- Established a Strategic Plan Fund to clearly link resource allocations and planning;
- Revised the Proposed Budget Document to demonstrate clear links between budget and planning;
- Completed two cycles of budget allocation model review and revision; and
- Revised the manual to reflect minor changes, such as in descriptions, timelines, or processes.

A general description of the NOCCCD budget allocation model is included in the *NOCCCD 2012 Integrated Planning Manual* and in the manual's April 2013 update. (D1-05, D1-32) A more technical description is presented in the *NOCCCD Budget Allocation Handbook 2012* and the associated April 2013 update. (D2-01, D2-02)

To clearly communicate the NOCCCD budget allocation model to campus constituencies the Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs conduct annual campus-wide meetings at each site. The meetings held in the past two years are:

- Cypress College April 26, 2012 (D2-27)
- Fullerton College May 3, 2012 & May 8, 2012 (D2-27)
- School of Continuing Education May 17, 2012 (D2-27)
- Cypress College April 25, 2013 (D2-28)
- Fullerton College April 30, 2013 (D2-29)
- School of Continuing Education May 23, 2013 (D2-30)

To provide transparency to staff, students and members of the public regarding the budget and budget process, the *NOCCCD Budget Central* website was created and is linked directly to the NOCCCD website. This repository contains information about the state and local budget as well as links to other resource information. (<http://www.nocccd.edu/BudgetNews.htm>) The *NOCCCD Budget Central* website was announced to staff in the back-to-school mailing in 2013. (D2-31)

Proposals were solicited for the process by which the Strategic Plan Fund process would evaluate and select projects for funding and the assessment of effectiveness following the project completion. The District Consultation Council completed the following steps in the development, implementation and assessment of this process.

- Developed and approved of the Strategic Plan Fund Process in November 2012 (D2-32, D2-33, D2-34) and solicited proposals in December 2012. (D2-35)
- Reviewed, scored and approved funding for proposals in February 2013. (D2-36)
- Reviewed Strategic Plan Fund Progress Reports in September 2013. (D2-37)

In the September 2013 meeting the District Consultation Council reviewed and revised the Strategic Plan Fund process. (D2-38) The process is scheduled to begin again on November 1, 2013 with the district-wide solicitation of proposals.

The Council on Budget and Facilities began meeting beginning March 12, 2012. (D1-61) Over the last year and a half the Council has evaluated the allocation model and component parts of the model including categorical program allocations such as DSPS, faculty additional load and part-time faculty salary allocations (termed extended day allocation at NOCCCD), and allocation of FTES targets to the campuses. In some cases, it was decided that the allocation model was sufficient and would not be changed. (D2-13, D2-14, D2-15, D2-16, D2-17, D2-18, D2-19, D2-20, D2-21) Two allocation model changes, Extended Day and DSP&S, were forwarded to the District Consultation Council for consideration. (D2-22, D2-24) District Consultation Council approved the change to the Extended Day allocation at the meeting of May 20, 2013 (D2-23) and to the DSP&S allocation at the meeting of June 24, 2013. (D2-24)

The process for assessing the descriptions of the budget process is described in the response to District Recommendation #3 in this Midterm Report. The process for assessing the effectiveness of the budget allocation model itself is described in the *NOCCCD Budget Allocation Handbook*

2012 and April 2013 update. (D2-01, D2-02) The processes that have been developed and completed thus far are documented in the Budget Calendar of Activities for the 2012 and 2013 budget years. (D1-56, D1-57)

Next Steps

1. Vice Chancellor of Finance and Facilities and the District Director of Fiscal Affairs will continue to conduct annual campus-wide meetings at each site to describe the NOCCCD budget allocation model.
2. NOCCCD will follow the timeline and process charts in the *NOCCCD Budget Allocation Handbook 2013* by tracking the activities and documenting progress using the Budget Calendar of Activities.
3. NOCCCD will assess the budget allocation process following the timeline and processes outlined in the *NOCCCD Budget Allocation Handbook 2013* and will implement recommended changes based on that assessment.
4. NOCCCD will assess the effectiveness of the budget allocation model in allocating resources to support the District Strategic Directions as described in the *NOCCCD Budget Allocation Handbook 2013* and will implement recommended changes based on that assessment.
5. NOCCCD entities will identify and link budgets and expenditures directly related to achievement of specific District Strategic Directions by using a unique identifying budget code. Dollars spent in this way will be reported along with the Proposed Budget Presentation to the Board.

District Recommendation #3

In order to meet the Standards, the Team recommends that the district conduct regular analysis and evaluation of its district planning, governance, and decision-making processes in order to assess the efficacy of these systems and ensure their effectiveness. Results of these analyses and findings should be broadly communicated across the institutions and used as a basis for improvement, as appropriate. (Standards IVA.5; IVB.3.g)

In response to District Recommendation #1, in fall 2011 both district-level planning and governance/decision-making processes were reviewed and revised as needed. The venues for providing input varied and included both small workgroup meetings as well as discussions in larger venues across NOCCCD. (D1-07, D1-10, D1-11, D1-16)

During this dialogue, numerous clarifications and revisions were made to district-level planning including:

- Articulation of the purpose, process for each component in district-level planning;
- Development of a graphic to depict the links between/among district-level planning processes; and
- Addition of processes for
 - District Services Administrative Review;
 - Assessing and documenting progress on District Strategic Directions; and
 - Assessing planning and decision-making processes.

Also during this dialogue, numerous clarifications and revisions were made to district-level governance/decision-making processes including:

- Articulation of the purpose, membership, and reporting structure of each district-level governance and organizational group; and
- Revision of the names of some NOCCCD governance and operational groups to better describe their function.

Implementation of new and revised processes began immediately after approval of the revised and new processes on February 13, 2012. (D1-22)

One of the newly developed facets of district-level planning is a mechanism for assessing district-level planning and governance/decision-making processes. Refer to the last page of this Midterm Report for an excerpt from the *NOCCCD 2013 Integrated Planning Manual* that describes the assessment process. An overview of that process follows.

NOCCCD has scheduled a formal assessment of planning and governance/decision-making processes every three years with the first assessment commencing in September 2015. That process is documented in the 2015 Planning Calendar of Activities developed based on the *NOCCCD 2012 Integrated Planning Manual* and the *NOCCCD 2012 Decision Making Resource Manual: Structure, Function, and Alignment*. (D1-33) The assessment will include a Planning and Decision-making Workgroup gathering district-wide input followed by preparing an assessment report to be submitted to the District Consultation Council. The District Consultation Council will review the assessment report and recommend revisions to planning, governance and/or decision-making processes as warranted. Changes to the planning, governance and

decision-making processes, if any, will be documented with revisions to the *NOCCCD Integrated Planning Manual* and the *NOCCCD Decision Making Resource Manual: Structure, Function, and Alignment*.

In addition to this formal assessment every three years, the current version of the *NOCCCD Integrated Planning Manual* and the *NOCCCD Decision Making Resource Manual: Structure, Function, and Alignment* is reviewed annually and revised as needed. This annual review is conducted to incorporate minor changes, such as in descriptions, timelines, or processes, and is done to maintain the credibility of these documents as valuable, viable resources. The first of these annual reviews was conducted in April 2013 and as a result, revised versions of the *NOCCCD Integrated Planning Manual* and the *NOCCCD Decision Making Resource Manual: Structure, Function, and Alignment* were produced. (D3-01, D1-32, D1-51) These changes were presented to the District Consultation Council at the meeting on April 22, 2013. (D2-22)

The *NOCCCD 2013 Integrated Planning Manual* and the *NOCCCD 2013 Decision Making Resource Manual: Structure, Function, and Alignment* are housed online to provide ready access to all NOCCCD constituents. (<http://www.nocccd.edu/Accreditation.htm> , D3-02)

Evaluation

In the two years and four months since NOCCCD received ACCJC District Recommendation #3, NOCCCD has successfully:

- Evaluated current district-level planning and governance/decision-making processes;
- Sought and evaluated district-wide input on recommended changes and additions to these processes;
- Designed a process for assessing district-level planning and governance/decision-making processes;
- Implemented the revised and new processes;
- Conducted the first *NOCCCD District Services/District-wide Communications Satisfaction Survey 2013* assessment which included questions regarding the understanding and effectiveness of district-level planning, governance and decision-making processes; (D1-49, D1-50) and
- Developed a Planning Calendar of Activities and a Budget Calendar of Activities for tracking progress and documenting evidence of tasks being completed or modified.

These new and revised processes, including the mechanisms for assessing district-level planning and governance/decision-making processes, are being implemented. NOCCCD is committed to the assessing planning, governance and decision-making processes as evidenced by the following.

- Identified and scheduled a process for the formal assessment of district-level planning and governance/decision-making processes; (D1-29, D1-30, D1-31, D1-32, D1-49, D1-50, D1-51)
- Assigned responsibility for this assessment to specific offices in the *NOCCCD District-wide Strategic Plan 2012-2014* and in the Planning Calendar of Activities; (D1-28, D1-29, D1-30, D1-31)
- Included the production of an annual progress report as an Action Plan in the *NOCCCD District-wide Strategic Plan 2012-2014*; (D1-28)

- Completed the *NOCCCD 2013 Progress Report on the District-wide Strategic Plan 2012-2014; and* (D1-26)
- Completed the first annual review of the manuals in April 2013. (D1-32, D1-51)

Next Steps

1. NOCCCD will assess the processes for planning and governance/decision-making in September 2015 following the timeline and process outlined in the current version of the *NOCCCD Integrated Planning Manual* and will use the results of that assessment to improve district-level planning and governance/decision-making processes.
2. NOCCCD will annually review and incorporate minor changes to the *NOCCCD Integrated Planning Manual* and the *NOCCCD Decision Making Resource Manual: Structure, Function, and Alignment*.
3. NOCCCD will distribute the analysis of the assessment of district-level planning and governance/decision-making processes as well as any recommended revisions of these processes to all NOCCCD employees.

Timeline and Process for Assessing the Planning and Decision-making Processes

September 2015, 2018

District Consultation Council convenes a Planning and Decision-Making Processes Workgroup comprised of representatives from each of the Coordinating Councils.

The Planning and Decision-Making Processes Workgroup develops a mechanism for soliciting feedback on the components of the integrated planning model and decision-making processes from the groups and individuals who are directly involved in implementing planning and decision-making. This workgroup presents this to District Consultation Council.



October 2015, 2018

Feedback from District Consultation Council about the process for soliciting feedback is incorporated and the Planning and Decision-Making Processes Workgroup implements the process.



November – December 2015, 2018

The Planning and Decision-Making Processes Workgroup considers the feedback from the groups and individuals who are directly involved in implementing planning and decision-making processes and prepares a Planning and Decision-making Processes Assessment Report. This Report may include recommended changes to the planning and/or decision-making processes.

The Planning and Decision-Making Process Workgroup forwards the Planning and Decision-making Processes Assessment Report to District Consultation Council for review and comment.

The Planning and Decision-Making Process Workgroup incorporates the feedback as warranted and forwards the Planning and Decision-making Processes Assessment Report to the Chancellor.



February 2016, 2019

The Chancellor reviews the Planning and Decision-making Processes Assessment Report with District Consultation Council and determines which changes will be made in the planning and decision-making processes, if any.

The Chancellor prepares an information report on this assessment for the Board and the resulting changes to the planning and decision-making processes, if any. This report is also distributed district-wide.

The District Director of Public and Governmental Affairs prepares an updated version of the *North Orange County Community College District Integrated Planning Manual* and the *Decision Making Resource Manual: Structure, Function, and Alignment* as needed.

College Recommendation 1

In order to meet the Standard and to fully address Recommendation 4 of the previous visiting Team report, the Team recommends that the institution develop, adopt, and implement an action plan and timeline for employee diversity with an emphasis on strategies geared toward attracting diverse applicants and facilitating career advancement for underrepresented groups within the organization. (Standard III.A.4.a, III.A.4.b, III.A.4.c)

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Overview

A detailed response to this Recommendation was provided in the Fullerton College Follow-up Report dated March 15, 2012 and the college received notification on July 2, 2012 indicating that the response was sufficient. At that point in time the college had developed, adopted and implemented an action plan with timelines for employee diversity emphasizing strategies geared toward attracting diverse applicants and facilitating career advancement for underrepresented groups within the organization.

Analysis of Results Achieved

The *Campus Diversity Plan* compiled in 2012 in response to this recommendation from the 2011 Accreditation visiting team, addresses the need for appropriate programs, practices, and services to support Fullerton College's diverse staff, emphasizing strategies designed to attract diverse applicants for available positions at the college and providing opportunities for current employees to advance their careers at the college (C1-01)

The goals of the campus diversity plan include:

- Maintaining an environment where all individuals are treated with respect
- Providing opportunities for faculty, staff, and managers to learn about various cultures present on campus
- Inviting community outside of the college to embrace the culture of diversity present on campus
- Attracting diverse applicants for positions at the college by presenting a welcoming environment

The underpinnings of this campus diversity plan is that it is the responsibility of all faculty, staff, managers, and students to promote a college environment that continuously welcomes and celebrates diversity. A multi-faceted approach to accomplishing this objective has been established. Activities related to this approach to diversity are divided into four categories aligned with the four stated goals: 1) activities for students; 2) activities for employees; 3) activities for the community; and 4) activities directed to potential employees (C1-02).

The goals and activities continue to be maintained and activities have been enhanced in recent years. The *Campus Diversity Plan* originally compiled in 2012, remains unchanged, however, the Plan's Activities listing has been updated to report progress on various activities. Additionally, new activities have been added in the four sections which are part of the campus diversity goals (C1-03).

The Campus Diversity Committee continues to meet regularly. During the 2012-13 year the Committee developed a list of goals, objectives, and action plans. These were presented to the President's Advisory Council in October 2013 for endorsement and were accepted by the College President. During the 2013-14 academic year the Committee has focused on implementing the plan which they have done through workshops, discussions with faculty, and collaboration with the Staff Development Committee (C1-04, C1-05).

One example of a campus wide activity is Worldfest which takes place in April each year. Worldfest is a collaborative event including displays, music, dance, educational activities, and food from the various cultures of the world. Student clubs as well as classes participate in this festival in the center quadrangle of the campus where they are able to learn about different cultures and question beliefs or customs. Vigorous debate is oftentimes taking place as divergent thinking is encouraged (<http://cadena.fullcoll.edu/Worldfest/default.html> C1-06).

One of the most noteworthy activities that brings the surrounding community onto the campus is the annual *Dia de los Muertos* or Day of the Dead. The holiday celebrated in Mexico and other parts of the world focuses on gatherings of family and friends to pray for and remember friends and family members who have died. Students, faculty and community members build altars or small shrines called *ofrendas* which include pictures of deceased relatives, candles and usually a Christian cross. Traditional music, dancing, and food are also part of the event. Community members join in the celebration each year. In 2013, as Fullerton College continued to celebrate its centennial, the Muckenthaler Cultural Center of Fullerton was invited to join in *Dia de los Muertos* which proved to be a wonderful collaboration (C1-07).

Fullerton College continues to focus on attracting a diverse faculty, staff, and administration to serve its diverse student population. Since 2012, each brochure announcing an opening at the college includes this statement: "Fullerton College is a designated Hispanic-Serving Institution authorized under Title V of the Higher Education Act. The College recognizes the value of diversity in the academic environment of students, as well as faculty and staff, in promoting

mutual understanding and respect, and in providing suitable role models for students.” By adding this language to the description of the College, those considering a position with FC know that diversity is a core value of the College. The Human Resources Department at the North Orange County Community College District has also expanded the number of diverse publications used for advertising open positions with the intention of attracting a wider pool of qualified applicants for positions within the District.

The atmosphere at the College remains respectful and welcoming to all individuals. As new faculty members are hired for 2014-15 and beyond, the College will continue to hire qualified individuals from diverse backgrounds.

College Recommendation 2

In order to meet the Standard, to achieve the Proficiency level in accordance with the ACCJC Rubric for Evaluating Institutional Effectiveness for student learning outcomes and timeline, and to fully address Recommendation 5 of the previous visiting Team report, the Team recommends that the institution accelerate the identification and assessment of course and program-level student learning outcomes, and use the results to make improvements in courses and programs. (Standard II.A.1.a, II.A.1.c, II.A.2.f, II.B.4, II.C.2)

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Overview

A detailed response to this Recommendation was provided in the Fullerton College Follow-up Report dated March 15, 2012. The Accrediting Commission for Community and Junior Colleges (ACCJC) notification of July 2, 2012 indicated that the college's "warning" status was removed. However, a second Follow-up Report was required by March 15, 2013 to address this recommendation. On July 3, 2013 ACCJC sent a letter to the college indicating acceptance of the second Follow-up Report and noting that the college had actively accelerated Student Learning Outcome (SLO) assessment and the use of assessment results in the improvement of student learning. The letter also stated that Instructional and Student Services programs have committed to using SLOs as success indicators and that the college has allocated sufficient resources to the

task and implemented institutional processes to use SLO assessments in the improvement of student learning.

Analysis of Results Achieved

Under the guidance of the Fullerton College Student Learning Outcomes and Assessment (SLOA) Committee 98% of active courses and 80% of programs have SLOs and assessments in place. The remaining 2% of active courses are currently going through the curriculum process for approval of the assessments. With the three-year window for assessment, ongoing assessment of SLOs is occurring in 82% of courses, 80% of programs, and 100% of the College's institutional SLOs.

Course-level SLOs are assessed on cyclic bases with a set of courses being assessed each semester. The following semester faculty members participate in self-reflective discussion of the results at various venues. Upon analysis, changes such as modifications to curriculum, teaching methods, and additions or changes in resources used are made to improve learning. Changes are implemented in subsequent semesters and the cycle is repeated. SLOs at course, program, and institutional levels are linked, thus, assessment is occurring at all levels.

The procedures for SLO processes are outlined in a Faculty Senate-approved handbook and in report forms (C2-01). Using the report forms, Academic and Student Services departments report on progress of assessments and appropriate changes to improve student learning. Overall progress on SLOs for both academic and student service departments are reported through the College's program review process that occurs on a three year cycle.

Fullerton College utilizes CurricUNET to help manage the curriculum process. This process includes a page for SLOs and assessments for courses and programs. The current curriculum process requires that all courses and programs have SLOs and assessments included or updated and approved by the Curriculum Committee (C2-02).

Dialog on outcomes assessment results occur on many levels including department and division meetings, training sessions, meetings purposefully scheduled to facilitate the self-reflective process, and informal conversations between discipline faculty members. Reflective discussions at these meetings result in many decisions about changing instruction to improve student learning. Some teams hold special retreats targeting reflective dialogue about results and methods that can be used to improve learning (C2-03).

Conversations also occur across the college by various committees involved in improving the quality of instruction. This includes the Curriculum Committee discussions on the measurement of the effectiveness of curriculum, and the SLOA Committee discussions on assessment methods, processes, and linkages of SLO levels (C2-04). The assessment results are further discussed by Faculty Senate and the President's Advisory Council (PAC) (C2-05&06). PAC is the central planning council that meets twice each month during the academic year. Student

Learning including SLO assessments and improvement of student learning is a standing agenda item (C2-07).

During the program review process, departments discuss findings, evaluate student achievement, and analyze progress towards goals as part of the review and improvement process (C2-08). These conversations are continued as the Program Review Committee evaluates the self-studies and reports their findings to Faculty Senate and the President's Advisory Council.

The Staff Development Committee offers workshops addressing various aspects of the SLO assessment process (C2-09). These workshops provide a forum for training and dialogue. Different aspects of the SLO process and the use of SLO assessment results to improve student learning have also been topics of discussion at College-wide forums. One such forum on the assessment of institutional-level SLOs occurred during the Fall 2013 convocation (C2-10).

The college's *Integrated Planning Manual* describes how program review fits into the college's integrated planning and budget process. SLO assessment at course and program-levels is a significant part of the program review process, playing an important role in the college's integrated planning process. The program review process has fully integrated SLO assessment at course and program-levels into the campus planning and resource allocation model. Every program on campus does a review on a three-year cycle. Included in each program's self-study are a description of the program's SLO assessment results and an account of how these results were used to improve student learning. SLO analysis is then used as part of the justification for resource allocation requests (C2-11).

The Program Review Committee submits readers' reports of the self-studies along with resource requests supported by the data presented in the reviews to Faculty Senate for approval. Once approved by Faculty Senate, the same documents are presented to the President's Advisory Council (PAC) for discussion and endorsement. After approval by the President, the supported resource requests are prioritized by the Planning and Budget Steering Committee (PBSC) who present a budget allocation recommendation to PAC. PAC reviews PBSC's recommendation and makes a subsequent recommendation to the President. Once approved by the President the appropriate funds are allocated or appropriate plans are made for the upcoming budget cycle. Through this process, SLO assessment results have become an integrated part of planning and budget allocation.

Since 2006, the College has supported a faculty Campus SLO Coordinator with reassigned time ranging from 50% to 100%, based on the needs of the campus. Additionally, in 2009 the Faculty Senate created an SLO Assessment Committee, chaired by the SLO Coordinator. The SLO Assessment Committee has representatives from each division on campus to ensure broad-based input. Division representatives on the committee receive one unit of reassigned time each semester. The SLOA Committee makes recommendations regarding resources needed to improve the ability of the campus to use assessment results to improve student learning. Recently,

the committee recommended that the College obtain a software package to facilitate aggregation of data, increase effectiveness in achieving learning outcomes, and assist in reporting results from SLO assessments (C2-12)

In 2012 the Faculty Senate approved new course-level and program-level assessment worksheets to facilitate the reporting and analysis of assessment results. The new worksheets streamlined the reporting process, and allow faculty to focus on student learning. Worksheets are completed for each course-level and program-level SLO at least once during each program review cycle (every three years).

The assessment worksheets facilitate discussions about student learning at multiple levels. Assessment results from each course and program-level SLOs are discussed by faculty members who teach in that area, or, if a course is taught by a single faculty member, he or she may choose other colleagues in the same field/program for discussion of results and planning for future improvements. Faculty members discuss what they learned from the assessment results and formulate a plan to increase student learning and outcome success. Completed worksheets, with improvement plans, are submitted to department coordinators and division SLO coordinators (C2-13).

Division SLO Coordinators aggregate and summarize information from assessment worksheets for reporting purposes and use in assessing institutional SLOs. Summarized results are stored on a password-protected SharePoint website that can be accessed by the Campus SLO Coordinator and each of the Division SLO Coordinators, allowing the campus to track learning outcomes success at the course, program, and institutional level.

Although the process used to collect and consolidate assessment data works, the SLOA committee has come to realize some inefficiency which may be improved by utilization of a software package. The current method of pulling reports is time consuming and requires input from many individuals, such as the division SLOA coordinator. Doing analysis of whether a student is meeting SLOs for a program or at the institutional-level requires assessment of courses within many divisions or across the institution. The software packages the SLOA committee has evaluated will help solve both of these issues. The ability to more efficiently pull reports across many disciplines will enhance Fullerton College's conversations about student learning.

During Fall 2013, the SLOA Committee completed the evaluation of various software packages to effectively use SLO assessment results and generate reports to communicate with the campus and external communities. The SLOA committee made a recommendation to the Curriculum Committee and conversations took place in Faculty Senate. The Vice President of Instruction is working with the Faculty Senate President to organize forums and webinars during the spring 2014 semester to help inform faculty on the use of the software package and the benefits it will bring to faculty and the institution.

Fullerton College has adopted an integrated hierarchical pathway to assess the success of students in achieving learning outcomes at the course, program, and institutional levels. All course-level SLOs within a program must relate to at least one program-level SLO (PSLO), and each PSLO must align with at least one institutional-level SLO (ISLO) (C2-14). The philosophy is that, as students complete courses, the learning outcomes they achieve should relate directly to the desired learning outcomes for the program (PSLOs) in which they are enrolled. Likewise, students who complete programs at Fullerton College should achieve a set of core institutional learning outcomes (ISLOs) reflective of the educational values of the college.

To achieve the integration of learning outcomes at multiple levels, the PSLO assessment worksheets include a matrix that aligns each PSLO with course and institutional-level learning outcomes. One benefit of the integrated alignment is that since closely related programs share similar coursework and/or learning outcomes, faculty can share and compare student success across multiple programs. For example, in the Business Department, majors in business management and majors in marketing share some common courses. By establishing common learning outcomes for both programs, Business faculty can compare and contrast success rates and learning from an aggregated pool of “business” students. Numerous other examples of intradepartmental and inter-program collaboration may be found throughout the campus. These higher-level connections help faculty collect data from larger sample sizes, and allow students to benefit from learning outcomes assessment and planning from multiple disciplines.

Students at Fullerton College are informed of the goals, purposes, and learning outcomes of the college and its courses and programs through multiple means. Course-level SLOs are published in class syllabi and on the college’s SLO website organized by division. As of the Fall 2013 semester, 94% of the course sections taught by the college included SLOs in their syllabi, and 98% of all active courses had their SLOs published online. Additionally, all course-level SLOs are required to be included in the course outline of record (COR), and are stored with the COR in CurricUNET software. Program and institutional-level SLOs are published and regularly updated on the college’s SLO website, and are included in the online version of the college catalog (C2-15). The Program SLOs are stored with the Program description in CurricUNET Software. Currently 80% of Fullerton College’s programs have SLOs 46% are embedded in CurricUNET, and 34% are embedded with program descriptions in the 2013-2014 Course Catalog.

The SLO website acts as a repository for the Fullerton College Student Learning Outcomes and Assessment Preferred Practice Handbook, and the templates for reporting instructional and non-instructional assessment of SLOs. Additional resources such as links to on-campus SLO presentations and links to other California community college SLO websites are also available on the website.

The SLOA Committee believes it is important for students to understand SLOs at the course, program and institutional level. The FC Associated Students circulate an annual survey to

students to assess awareness of various campus resources and activities. To assess student awareness of SLOs at all levels and their purposes on campus, questions assessing this awareness will be included in future surveys.

Fullerton College has met proficiency and continues to move toward Sustainable Continuous Quality Improvement as described in ACCJC's Rubric. The college has ongoing assessments in place for 82% of its courses, 80% of its programs, 93% of its Student Support activities, and 100% of its Institutional SLOs.

While a majority of FC courses in the course inventory are taught each semester, there are still courses in the inventory which have not been taught recently. As the 6 year curriculum review process is completed in each academic program, inactive courses will be deleted or updated to include SLOs and reflect current teaching practices and industry standards. All courses being taught at FC have SLOs listed on the syllabi and as the remaining courses come up for review, 100% of the courses in the course inventory will have SLOs on the syllabi.

Dialogue in regard to attainment of Institutional SLOs is expanding and evaluation by the Institutional Research and Effectiveness Committee (IREC) of the effectiveness of the process is taking place. The IREC conducted the first step of this analysis during the Fall 2013 semester. Dialogues are occurring across campus at multiple levels regarding the use of SLO assessment to improve student learning. In Fall of 2011, the college developed a Student Success Committee with the primary function of involving the campus community in conversations about improving student success. Involvement of the Student Success Committee in the dialogue of using SLO assessment for continuous quality improvement of student learning is an obvious next step in fine-tuning organizational structures to support student learning.

Fullerton College continues to work towards developing a sustainable plan for the utilization of SLOs in the improvement of student learning, planning and allocation of resources. This plan includes the mapping and refinement of CSLOs, PSLOs and ISLOs assessment process throughout the college, enabling FC to achieve continuous quality improvement of all SLOs. Outlined below are Fullerton College's next steps with approximate timelines included.

1. The VPI will purchase eLumen software to house all SLOs and modify SLO assessment plans accordingly. The SLOA Coordinator will develop training sessions for faculty and staff for documentation, entry and evaluation of new software. Pilot use of software in fall 2014 with the intention of rolling out software to entire campus in spring 2015.
2. The SLOA Coordinator will schedule training sessions for faculty of remaining courses and programs that have not established action plans to improve student learning with the Division SLO representative and/or the SLO Coordinator. This will occur during the spring 2014 semester.
3. The SLOA Committee will map course level SLOs to program and institutional SLOs. PSLOs have been mapped to ISLOs, and input of linkages between all CSLOs and ISLOs will be established by spring 2015.

4. The SLOA Coordinator will review and revise training procedures for SLOA committee faculty members. The coordinator will develop a training manual in conjunction with the SLOA Committee during the spring 2014 and fall 2014 semesters.
5. The SLOA Coordinator will review and revise the SLO faculty handbook to include software implementation. This will start spring 2014 and finish during fall 2014. Links to videos and step-by-step instructions will be added to the training handbook.
6. The VPI will hold multi-discipline discussions of outcomes to improve programs such as STEM, Basic Skills, Honors, Transfer Achievement Program, and Entering Scholars Program.
7. The VPI and the SLOA Coordinator will continue to schedule at least one event per semester for campus-wide SLO discussions with faculty and staff.
8. The SLO Committee will review the evaluation currently being conducted by the IREC on the SLO process to determine appropriate changes which could be made to improve the use of SLO assessment data for planning and budgeting purposes.

College Recommendation 3

In order to meet the Standards, to fully address Recommendation 3 of the previous visiting Team report, and to advance to the Sustainable Continuous Quality Improvement on the ACCJC Rubric for Evaluating Institutional Effectiveness for planning and program review, the Team recommends that the institution complete a full cycle of adoption, implementation, and evaluation for its institutional planning, budgeting, program review, and resource allocation processes. (Standards I.B.3, I.B.4, I. B.6, I.B.7, II.D.1, II.D.1.a, II.D.1.d)

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services and library and other learning support services.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Overview

A detailed response to this Recommendation was provided in the Fullerton College Follow-up Report dated March 15, 2012 and the college received notification on July 2, 2012 indicating that the response was sufficient. At that time the college had made tremendous progress in enhancing its institutional planning, budgeting, program review, and resource allocation processes. Since that time, the college has continued to assure the effectiveness of its ongoing planning and resource allocation processes and has intensified regular evaluation of those processes as well as the bodies put in place to carry out various aspects of the college's integrated planning method.

Analysis of Results Achieved

Recognizing the need for an individual person responsible for guiding and coordinating the planning processes at the college, the FC President expanded the responsibilities of the Director of Institutional Research to include planning. In October 2011, the position of Director of Institutional Research and Planning was filled by the previous Director of Research providing continuity to the planning work that had already begun. Sadly, the Director of Institutional Research and Planning passed away in May 2012. To address the college's need for constant research and planning, the Dean of Business and CIS became the Interim Director of Research and the VP of Student Services/Accreditation Liaison Officer was responsible for coordinating the planning process of the college. On July 1, 2013, a permanent Director of Institutional Research and Planning was hired.

After the March 2011 site visit, Fullerton College opted to modify its planning process to make it more integrated, useful, and understandable to the college community. To begin the process of moving from a more or less stand-alone program review process to a more robust process foundational to the integrated planning process, the Deans' Council met to identify common themes or areas of concern from the instructional and student services program reviews. Eight concepts were identified through that procedure and those concepts were presented to the President's Advisory Council (PAC) for consideration. From discussion at the PAC, three college goals were identified including:

1. Fullerton College will improve student learning and achievement.
2. Fullerton College will reduce the Achievement Gap.
3. Fullerton College will strengthen connections with the community.

Subsequent to the adoption of the college goals, the PAC met to establish objectives to reach the stated goals. Once the objectives were accepted, each area of the college was asked to identify action plans to meet the objectives. During this transitional period from the previous planning process to the new planning process, \$100,000 was set aside from one-time funds to support action plans that required funding. The Planning and Budget Steering Committee (PBSC) was tasked with reviewing the action plans and making a recommendation to PAC for allocating funds.

A significant enhancement to the planning process has been the establishment of a Program Review Committee (PRC) which reports to the FC Faculty Senate. The PRC formed in 2010 with twelve voting members including faculty members, classified staff members and managers. Originally, the PRC was comprised of 12 voting members and four resource members. In spring 2013, the committee expanded to include a voting faculty member from each division with a total of 19 voting members and five resource members. The PRC designs self-study documents, reads and evaluates program review reports, and provides feedback to writers about the reports.

A key purpose for the committee is to identify common themes found across the various program reviews for use in the planning and budgeting process throughout the college.

The PRC completed a tremendous amount of work in the summer and fall of 2011 enabling the college to implement a two-year program review cycle during fall of 2011. All instructional programs at the college completed the new mixed-methods program review document before the end of the Fall 2011 semester. In February 2012, the instructional program reviews were read by members of the PRC and a reader's report was completed for each review. A compilation of the reader's reports was drafted by the chair of the PRC and presented to Faculty Senate for approval before being presented to the President's Advisory Council for endorsement. A listing of requests for resources accompanied the PRC report which was reviewed by the Planning and Budget Steering Committee for recommendations to PAC on the allocation of resources.

In fall of 2012, all of the student services program, student support programs and administrative areas of the college completed a similar mixed-methods program review. Two different templates were developed to address the unique needs of these areas. The Student Services Division of the college had done program reviews in a different format since 2008 and had compiled Student Learning Outcomes and Service Area Outcomes on a separate document. With the adoption of the new template, the SLOs and SAOs are incorporated into one document. Just as is done for the instructional areas, the reviews were read by members of the PRC and a final readers' report and request for resources were presented to Faculty Senate for approval, to PAC for endorsement, and to the Planning and Budget Steering Committee for recommendations for funding.

In spring of 2013, the Program Review Committee evaluated their forms and procedures and determined that the two-year cycle was not the most effective strategy. The chair of the PRC presented the findings and rationale for a change to the FC Faculty Senate in May 2013. The Faculty Senate approved a change to a three-year cycle for program review as follows: review of instructional programs in year one; review of administrative and student support programs in year two; and all programs collect data, assess, and make improvements in year three (C3-01). Currently, in the third year of the cycle, the PRC is addressing adoption of vendor software for housing program review data and reports, focusing on improving the process through the development of clearer templates and instructions, and expanding communication with the campus to better inform all constituents of the process and the outcomes.

The Planning and Budget Steering Committee (PBSC) is chaired by the Vice President of Administrative Services and the Director of Institutional Research and Planning. With the passing of the college's Director of IRP and the resignation of the VPAS, the PBSC went through a transition of leadership. Under the direction of the new VPAS, the PBSC established a clearer mission and purpose, as well as functional guidelines (C3-02). Tasked with allocating funding for action items designated through the program review process, the PBSC also developed a rubric for evaluating those action items (C3-03).

While the rubric developed by the Planning and Budget Steering Committee makes the resource allocation process more equitable and transparent, the Committee members determined that additional information from the Program Review Committee would enhance the resource allocation process. In October of 2013, members of PBSC met with members of the Program Review Committee to discuss strategies for improved communication between the committees for the purpose of a better informed resource allocation process (C3-04).

The college Director of Institutional Research and Planning co-chairs the Planning and Budget Steering Committee. Fall 2013 was his first semester with the PBSC and he began working with the committee on enhancing the college's planning calendar and has added a component to the evaluation of PBSC whereby each committee member is asked to complete an anonymous survey at the conclusion of each meeting (C3-05). This evaluation instrument may be used to improve the outcomes from the PBSC,

Participation in the planning process at FC has increased tremendously in the last three years. Where planning was previously done in silos, the process has been copiously integrated so that all staff, faculty, management, students and most importantly, committee members have the opportunity to understand their role in the process. Program Review is a foundational portion of the planning process and has been embraced more wholeheartedly by the campus community.

College Recommendation 4

In order to meet the Standard, to fully address Recommendation 3 of the previous visiting Team report, and to fall within the required range of Sustainable Continuous Quality Improvement on the ACCJS *Rubric for Evaluating Institutional Effectiveness* for planning, the Team recommends that the college fully implement and strengthen its institutional planning process to include: 1) reporting systematically on an agreed upon set of college wide critical indicators and measures that clearly assess the progress of College wide goals; 2) closing the planning loop by evaluating actions taken and then documenting future actions based on the evaluation results; 3) expanding efforts to engage all relevant constituents in a collaborative inquiry process that is facilitate by a broad range of College members; 4) building in mechanisms for regularly evaluating the effectiveness of planning processes; and 5) providing transparency in the institutional planning process by communicating clearly, broadly, and systematically, and by providing structured, well-defined opportunities for broad employee participation. (Standard I.B.2, I.B.3, I.B.4)

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Overview

A detailed response to this Recommendation was provided in the Fullerton College Follow-up Report dated March 15, 2012. The Accrediting Commission for Community and Junior Colleges (ACCJC) notification of July 2, 2012 indicated that the college's "warning" status was removed. However, a second Follow-up Report was required by March 15, 2013 to address this recommendation. On July 3, 2013 ACCJC sent a letter to the college indicating acceptance of the second Follow-up Report and noting that the college had met the requirement to implement and strengthen its planning process to include systematic reporting on critical college indicators that measure the College's achievement of its goals, evaluating actions taken based on assessment results, engaging more constituents in the process, regularly evaluating the effectiveness of

planning processes, and providing transparency through broad communication of the planning processes and results.

Analysis of Results Achieved

As noted in the institution's 2013 Follow-up Report and in the preceding response to college Recommendation 3 in the March 2012 Follow-up Report, Fullerton College opted to significantly modify its planning process at the beginning of the 2010-11 academic year. During that year, several meetings took place to define terminology, to modify the program review process, to identify the college goals and objectives, and to better integrate planning with budgeting. The President's Advisory Council (PAC), the Faculty Senate, and the Deans' Council each conversed about preferred methods to improve the college planning process. Ultimately, the process was endorsed by the PAC, approved by the college President, and implemented.

An initial step in the revised planning process was to establish broad college goals, objectives and strategic action plans in line with the college's mission and core values as well as the District's Strategic Directions. The PAC endorsed a set of three college goals and related objectives in May of 2011. All college constituent groups and programs were asked to contribute strategic action plans to accomplish the identified objectives for the upcoming two years. The action plans were reviewed by the Planning and Budget Steering Committee and the President's Executive Staff. A number of the plans requiring additional resources were approved by the President and funded for the Spring 2012 and Fall 2012 semesters (C4-01).

In February of 2013 the President's Advisory Council revisited the college's goals and objectives looking ahead to the 2013-2015 academic years. After discussion with all campus constituency groups, it was decided that the college goals would remain unchanged; however, the objectives were modified to better reflect the current environment of the college. These were endorsed by the PAC and approved by the President (C4-02, C4-03).

Additional action plans were funded for the 2013-2014 academic year. Progress toward the Strategic Action Plans

(<http://www.fullcoll.edu/sites/all/userfiles/FC%20Strategic%20Plan%20Document%202011-2013%20FINAL.pdf>) is reported to the college community, including the Board of Trustees each year along with the presentation of the College's Annual Report

(<http://www.fullcoll.edu/sites/all/userfiles/FC%2012-13%20Annual%20Report.pdf>) and the Institutional Effectiveness Report (<http://www.fullcoll.edu/sites/all/userfiles/2012-13%20FC%20IER.pdf>) (C4-04, C4-05 & C4-06). Annually the Director of Institutional

Research and Planning compiles the Institutional Effectiveness Report using Fall-to-Fall comparisons of student and institutional data, college Key Performance Indicators, and program-specific measures determined in collaboration with program participants, the Institutional Research Office, and the college leadership..

To enhance the evaluation of the institutional effectiveness of the college's integrated planning processes, Fullerton College developed an Institutional Research Committee (IRC) in late spring of 2011. The Committee is a sub-committee of the Faculty Senate. Initially, the IRC was to serve as the Institutional Review Board for the college; contribute to the research agenda for the college; review research and evaluation information for the college; and serve as the meta-process evaluation arm of the college. In October 2013, with unanimous approval of the Faculty Senate, the IRC changed its name to the Institutional Research and Effectiveness committee (IREC) and refined its function to more accurately portray and clarify its purpose on campus (C4-07).

The IREC has completed a full review of the processes used for Instructional Program Review. This review was completed in sequential steps and outcome information was shared with the Program Review Committee. Based on the IREC review, the Program Review Committee made changes to improve its process. In addition to Instructional Program Review, the IREC completed a review of the Student Learning Outcomes/Assessments process in December 2013.

The IREC is completing a systematic assessment of the Fullerton College planning process. The existence and functions of the IREC are gradually becoming known to the campus as a whole. Early attempts to survey committees and other planning groups on campus yielded, in some cases, relatively low survey return rates and questions about the authority of the IREC. The IREC is working through this issue and discussing ways to both broaden the awareness of the group and increase responsiveness to the group's inquiries. In Spring 2014, the Deans' Council, the FC Faculty Senate, the Planning and Budget Steering Committee, and the President's Advisory Council completed the self-assessment from the IREC and selected members of each group will participate in focus groups to garner additional information about the effectiveness of each group (C4-08).

In addition to the input from the IREC, the various councils and committees of the college assess their effectiveness on a regular basis. The President's Advisory Council (PAC) and the committees that report to the PAC evaluate their processes in May of each year. Any identified deficiencies are addressed in the council or committee's procedures in the subsequent academic year.

In order to expand the opportunities for all constituents to engage in collaborative inquiry about strategies and programs taking place at the college, the Student Success Committee (SSC) was formed in the fall of 2011. The mission of the SSC is to provide leadership, advocacy, and institutional guidance and vision for coordinating campus wide student success efforts affecting basic skills, transfer, Career Technical Education completion, diversity and equity at the College. The SSC reports to the Faculty Senate, as well as the President's Advisory Council. Membership of the SSC includes representatives from all divisions and programs of the campus whose efforts are directed at student success (i.e. Basic Skills Committee, Staff Development Committee, Diversity Committee, and the Academic Support Center). With the support and collaboration of

the entire campus community, the committee investigates issues; gathers and shares information; consults with constituencies; operates as a repository of knowledge; and serves as a catalyst for student success and completion activities on campus.

The college provides transparency in the institutional planning process by communicating clearly and systematically, and by providing structured, well-defined opportunities for participation by the entire campus community. The PAC is the major venue for participatory governance and communication of campus wide initiatives, strategies, actions, and decisions. In order to make the planning process more understandable for all members of the Fullerton College community, the *Fullerton College Integrated Planning Manual* was compiled (C2-11).

The *Fullerton College Integrated Planning Manual* offers increased transparency of the institutional planning process by providing clear communication about the components of the college planning process and the opportunities for broad employee and student participation. The first manual includes the District's Strategic Plan as the foundation of FC's goals and objectives. Descriptions of the program review process, budget allocation procedures, reports to the community, and assessment of planning and decision-making processes are all included in the Planning Manual, along with a description of the FC participatory governance structure and the FC councils and committees. The college's Director of Institutional Research and Planning is responsible for maintaining the Manual and updating it annually with modifications or further clarifications to the planning process of the college.

College Recommendation 5

In order to meet the Standard, the Team recommends that “total cost of ownership” of new facilities be incorporated in the college’s institutional planning and budget practices, adopting a multi-year perspective. (Standard III.B.2.a, III.C.1.c, III.C.2)

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Overview

A detailed response to this Recommendation was provided in the Fullerton College Follow-up Report dated March 15, 2012 and the college received notification on July 2, 2012 indicating that the response was sufficient. At that point in time the college had developed a plan to address “total cost of ownership” of new facilities which was incorporated into the college’s institutional planning and budget practices.

Analysis of Results Achieved

The “total cost of ownership” (TCO) for new and renovated facilities and new technology infrastructure and equipment was developed by the Facilities and Safety Committee which was originally formed to address emergency data and communication needs on campus. The college’s Instructional Technology Committee and Technology Implementation Planning Committee were charged with the overall planning, maintenance, and operational needs of the college’s technological infrastructure and equipment. The college incorporated these processes into its overall institutional planning and budgeting practices. The Planning and Budget Steering Committee (PBSC) serves as the primary recommending body to the President’s Advisory Council (PAC) on matters regarding planning and matters related to Fullerton College’s fiscal resource allocations (C5-01)

Upon further review of the college’s TCO plan, it was determined that the college’s Program Review process already incorporated much of the same data and information that the TCO model was requesting. The College modified its TCO plan to focus on items that have more of a significant impact on long-term, ongoing planning and budgeting practices. Therefore, the TCO plan has been revised to assess staffing levels in the Maintenance & Operations area in terms of the total number of full-time equivalent personnel, specifically evaluating the most significant ongoing expenditures related to maintaining a new or newly modernized facility (C5-02).

The state's recent fiscal crisis limited the college's ability to address some of its needs in a timely manner. Now that the budget situation has somewhat stabilized, the college will utilize its newly revised TCO model to assess items that have been deferred over the last several years of declining budgets, starting with an analysis of custodial staffing levels in comparison with new or modernized facilities brought online within the last few years (C5-03). Once these assessments have been completed, they will be incorporated into the College's institutional planning and budgeting practices after initial review by the PBSC. Thus, the college's first TCO priority is to essentially "catch-up" on the needs that have been deferred throughout the budget crisis and to utilize its newly revised TCO model, adopting a multi-year perspective, at the initial point of design planning for any new or renovated facilities.

As described in the FC Spring 2012 Follow-up Report, the formation of a new Facilities & Safety Committee was proposed as a shared governance committee. The President's Advisory Council (PAC) did not endorse the creation of another shared governance committee. Therefore, the former Vice President of Administrative Services (VPAS) formed the Facilities & Safety Advisory Group which reported directly to him. After the resignation of the VPAS, the Group continued to meet as scheduled, under the direction of the new VPAS, until the end of March 2013 (C5-04). At that time, the Group was dissolved upon evaluation of its effectiveness by the new VPAS, the Director of Campus Safety, the former Director of Physical Plant & Facilities, the Manager of Maintenance & Operations, and in consultation with the Executive Management Team (C5-05). The individuals mentioned above collectively agreed that the Group was not effectively addressing the issues that it was originally established to address.

To more appropriately address the needs of the college, two separate committees, a Safety Committee and an Emergency Preparedness Committee were formed to address the broader campus aspect of Safety and Emergency Preparedness. The Director of Physical Plant & Facilities facilitates and chairs the new Safety Committee which assesses the college's needs and provides recommendations for resource allocations and future facilities planning.

The Emergency Preparedness Committee is chaired by the Director of Campus Safety. The college has enhanced and expanded the Emergency Preparedness Committee to ensure participation by the broader campus community. The Emergency Preparedness Committee plans campus wide drills, enhancing mass notification and communication systems, and systematically evaluates its drills and communication systems to ensure continuous quality improvement (C5-06).

A significant step in addressing emergency and communication needs was the installation of emergency telephones in every classroom. After concerns by faculty were shared with the college's Executive Management Team, an allocation from carryover funds of \$40,000 was designated for the purchase and installation of telephones in each classroom in 2011. The telephones allow for emergency calling from a classroom and for centralized mass emergency notification into classrooms. The system was initially tested in spring of 2012 and has been used

in campus wide emergency drills since that time. In fall 2013, the broadcast feature of the phones was used to notify the campus of non-hazardous fumes surrounding the college and again to alert the campus of police activity in the area.

Fullerton College had three technology committees each focused on a different aspect of technology on campus. After discussions with the committee chairs and the Executive Management Team of the College, a new subcommittee of the President's Advisory Council was created to better incorporate the work of the three separate committees. The Fullerton College Technology Committee has members from all constituent groups on campus and met for the first time in spring 2013. During the course of this preliminary meeting the purpose of the committee was discussed and the progress made by previous committees was reviewed.

While the committee was adjourned over the summer the committee's charge was re-evaluated by college administration and the completion of a technology plan was made the highest priority for the committee's service during the 2013-2014 academic year. The committee's co-chairs met over the course of the summer to gather and review resources to provide the committee with data for the purposes of an environmental scan, and a tentative plan was formulated to guide the committee's progress.

Meeting once a month during the fall semester, the Fullerton College Technology Committee has established a SharePoint site to share research and other resources, with the ultimate goal of developing a tool within SharePoint to record input from constituency groups. Each member of the committee is serving as a communications conduit between their constituent group and the committee as the plan is developed. A draft outline for the plan has been developed and each member is contributing to the plan. A set of beginning assumptions for the plan has been identified, with the intention of building on and updating the draft of the prior technology plan. It is anticipated that a plan will be completed by the end of the 2013-2014 academic year and ready for review and approval by constituent groups.

Response to Self-Identified Improvement Plans (Planning Agenda)

1. The college will continue to revise and implement the FC Planning Model to more closely integrate the SLO assessment, program review, planning and budgeting and to refine processes for evaluating the effectiveness of data-driven planning and resource allocations. (I.B.3)

Fullerton College has revised and enhanced its planning process through a series of deliberate steps to sustain a clear prescribed method for using data to make decisions, integrating college processes, and purposefully linking planning and budgeting. The planning process, as well as the individual components of the process, is regularly evaluated for effectiveness and modifications are made in an effort to continuously improve.

At the time of the Spring 2011 Self-study and site visit the Fullerton College community was struggling to understand the college planning process and constituents were discussing options to better integrate planning and budget. There was general recognition that the program review format needed improvement and SLO assessment needed to be linked to program review. The Program Review Committee had just been established by the Faculty Senate and was working on developing a mixed-methods self-study template for all areas of the college to complete. The template incorporated SLO assessment into the program review process. The instructional departments were the first to complete the new program review in fall of 2011.

The Program Review Committee prepared a final reader's report along with a request for resources which were identified through the process and supported by the data. After approval by the Faculty Senate and endorsement by the President's Advisory Council, the request for resources was given to the Planning and Budget Steering Committee for consideration of funding. In fall of 2012, the other departments of the college completed a similar mixed-methods program review which incorporated SLOAs for areas of student services. The templates for Student Services and for administrative areas were modified to better serve the needs of those areas. Program review has become an integral part of the planning process at the college. The incorporation of SLOAs into the process has strengthened college planning and provided a clearer link between the college mission and the college budget.

The establishment of the Institutional Research and Effectiveness Committee (IREC) has also enhanced college planning by providing a formal evaluation procedure for campus committees and processes. Through surveys, directed conversations, and focus groups, the IREC has assisted committees across campus in revising methods to better reach their goals.

In August of 2013, the President's Executive Staff, the college Deans, the leadership of the Faculty Senate, and the chairs of the campus committees were invited to a planning retreat. The retreat was singularly focused on FC's planning process. Participants identified strengths and weaknesses in the planning process and completed a gap analysis determining strategic objectives, current standings, deficiencies, and actions plans. As a result of the planning retreat a

listing of improvements needed in the planning process was compiled and responsible individuals were identified.

Evaluations from the August 2013 planning retreat indicated a high level of satisfaction with the dialogue at the retreat, the gap analysis completed, and the identification of improvements to the planning process. Therefore, a second planning retreat was scheduled in January 2014. Again, committee chairs, members of the President's Advisory Council, leadership of the Faculty Senate and the college Deans participated in dynamic conversations about additional areas of the planning process that might be improved, as well as methods of providing additional understanding and transparency to the integrated planning process.

The FC *Integrated Planning Manual* has been helpful in clarifying the planning process for all constituents. The original planning model, drawn in the 2011 self-study, proved to be confusing and a simpler model was included in the new Manual. As processes are refined, the Manual will be updated so that it will be a clear and understandable process for the entire campus community.

Fullerton College has made tremendous progress in developing a robust, integrated planning process. The challenge that remains is to ensure that the program review process, which is a foundation of the planning process, is embraced by the college constituents and that all decision makers use the information gleaned through program review for allocation of human resources and physical resources throughout the campus. Dissemination of the Program Review Reports to a larger audience will assist in this endeavor as will evidence of decisions being made based on program review.

2. The college will continue to implement the student equity plan and develop additional plans, strategies, and funding opportunities to address the achievement gap and the needs of underprepared students. (II.A.1.a, II.A.2.d)

The college has continued to utilize the 2008 Student Equity Plan in the development of plans and strategies to address the achievement gap. The college is well-positioned for future funding opportunities as a Hispanic Serving Institution. Since re-establishing the college goals in 2011, eliminating the achievement gap has been one of the three primary goals.

The changing demographics of Fullerton College students over the past decade demonstrate a significant increase in the various groups of students that experience the achievement gap as defined in research and discussions on campus. For the 2002-03 academic year, 42% of the student population at FC were White, 29% were Hispanic, and 3.6% were African American. By 2012-13, 26% of FC students were White, 47% Hispanic, and 3.5% African American.

The socio-economic status of Fullerton College students has also changed dramatically. The Federal Pell Grant is awarded to eligible, low-income students who need money to attend college. In 2002-03, 2,886 students received a Federal Pell Grant in the amount of \$6,694,231. In 2012-13, 6,398 received it in the amount of \$21,013,455, indicating an increase of 122% in the number

of students receiving Pell Grants. Of the more than 18,400 individual students who applied to Fullerton College for fall 2013, 52% are the first in their families to attend college.

The achievement gap is produced from both social and school-based factors and exists before students step foot on the Fullerton College campus. The diverse demographic student profile at Fullerton College reflects a wide variance in academic preparation, learning styles, economic backgrounds, race, age, ethnicity, and work and family obligations. This means that the college must approach the elimination of the achievement gap with numerous methods and strategies. One program or pathway is not beneficial for all students.

Numerous meetings with community members, neighboring high school districts, campus constituencies, and students have yielded many excellent ideas and strategies to eliminate the achievement gap at Fullerton College. The college has also concentrated on bringing instruction and student services faculty, staff, and managers together consistently for planning, early implementation, program operation, and program evaluation and enhancement in an effort to better serve students. Fullerton College has proceeded quickly from the broad concept of “integrating student services with instruction” to developing clear and concrete goals and programs, leading to transformative change and documented accomplishments.

By working collaboratively, the college has moved from a culture of blame to a culture of success. Data released from the California State University (CSU) system in October 2013 indicate that Fullerton College transferred more Latino students to the CSU than any of the state’s other 111 community colleges. During the 2012-2013 academic year, 443 Latino students from FC transferred to the CSU system, a 5% increase from the previous year. The college is ranked fourth in the state in the number of total CSU transfers.

Fullerton College will begin working on a new Student Equity Plan once guidelines arrive from the California Community College Chancellors Office (CCCCO) describing the necessary components and formatting required by the passage of SB 1456, the Student Success Act. Conversations have already begun about determining and mitigating disproportionate impact in Student Success and Support Programs. The report will be due to the CCCCCO by October 2014.

The college’s Student Equity Committee reports to the Faculty Senate. The mission and purpose of the Student Equity Committee is to develop and recommend policies, programs, and strategies that promote equity in student success, retention, degree and certificate completion and transfer. The Student Equity Committee will work with the Student Success and Support Program Committee (formerly the Matriculation Committee) to develop the college’s new Student Equity Plan.

3. The college will continue to implement SLO's at the course and program levels and improve their assessment. As stated in I.B.3, the college will continue to revise and improve the integration of SLOA data into the college planning model. (II.A.1.c, II.A.2.a, II.A.2.i)

The SLO assessment process at FC is now well established, and the SLOA process is underway. As of Fall 2013, nearly all courses have established SLOs and a process is in place to complete identification of SLOs for remaining courses. Assessment and improvement in learning continues throughout the campus at all levels. Assessment and plans for improvement for all courses, programs and institutional outcomes are in place and will have completed a full cycle by spring of 2015. In addition, documentation of all PSLOs will appear in both CurricUNET and the Course Catalog during the same timeframe.

The college SLOA Coordinator and the SLOA Committee, along with the Vice President of Instruction continue to work on improving the techniques for assessing SLOs and for managing the ongoing process to sustain enhancements through SLO analysis. A number of issues have been identified which will advance the college's ability to maintain an environment focused on student success.

An initial challenge has been faculty reluctance to embrace the assessment process and questioning of the value of the SLO process as a mechanism for continuous improvement of courses and programs. Some faculty members are new to the assessment process and tend to focus more on the operational processes such as implementation, data collection, and report writing rather than on what can be extracted from the reports to improve student success. While many departments and divisions have meaningful discussions about authentic data and outcomes, not all divisions have undertaken this activity.

Through various discussions on campus it was determined that additional dialogue at the institutional level about the assessment of Institutional Student Learning Outcomes would be beneficial. At the Fall 2013 Convocation a campus wide forum was held to discuss ISLO assessment. The forum was attended by faculty members, staff, and administrators from Instructional and Student Services Divisions. The SLOA Committee plans to hold at least one campus wide forum per semester, inviting all stakeholders to participate in discussions of data-driven outcomes as they relate to core competencies of the college and to student success.

At the Fall 2013 forum a discussion ensued around the topic of an organized approach to data collection and report writing, the idea of a software management system was mentioned. The method currently used to house SLOA data is of concern. Faculty members tend to work alone on their assessments and develop a silo mentality in regards to how the data may be used by others on campus. The college currently retains both course and program level data at the division level, resulting in decentralization of the data. Collecting data for reports and mapping course and program level outcomes is cumbersome. The college is currently investigating options to purchase a software management system to facilitate SLOA data management.

Another dimension of SLO assessments is that of shared rubrics. A number of departments on campus meet to discuss and share rubrics; however, individual faculty members have the freedom to choose a rubric which is most beneficial for a particular course. The college is developing a series of workshops to improve the implementation of SLOA rubrics through shared ideas and methodologies. As a coordinated effort between the Staff Development Committee and the SLOA Coordinator and Committee, a timeline for workshops will be developed before the end of the spring 2014 semester for implementation in fall 2014. The possibility of engaging Southern California experts in SLO assessment rubrics could serve to move faculty and staff discussions forward in this area. As FC continues to map course, program, and institutional SLOs, additional training sessions will be offered for the development of new course SLOs and for training of new faculty.

All Instructional and Student Support Services program reviews report on student learning outcomes and assessment. Data include which outcomes were assessed, when the assessment took place, and plans for improvement based on the assessment, which are integrated into the development of short and long term goals. The Program Review Committee reads the reviews and identifies themes and threads common to the entire campus and writes a report, along with a request for resources, for ratification by the Faculty Senate. The same reports are then sent to the President's Advisory Council for endorsement and to the Planning and Budget Steering Committee for funding recommendation.

The Program Review Committee is currently streamlining the process of making the final report with goals and the request for resources information available to all appropriate stakeholders on campus. The method for prioritization of budget requests for both short and long term goals is now under discussion by the Program Review Committee. Joint committee meetings between the Program Review Committee and the Planning and Budget Steering committee provide direction in how programs and divisions might prioritize budget requests.

The SLOA process is robust and program review is integrated into the planning and budget process. Widespread acknowledgment across campus is needed to clarify that program reviews are an integral part of the planning cycle. The allocation of one-time funds recommended by PBSC is only one outcome of program review. Faculty, classified staff, and management hiring processes are also informed by program reviews as are capital requests.

Fullerton College continues to work towards utilizing SLOs in the improvement of student learning, planning and allocation of resources. The college has met proficiency and continues to work toward Sustainable Continuous Quality Improvement as described in ACCJC's Rubric. The college has ongoing assessments in place for 82% of its courses, 80% of its programs, 93% of its Student Support activities, and 100% of its Institutional SLOs. Dialogue has expanded and occurs regularly in regard to the attainment of Institutional SLOs. The SLO Committee will work with the Institutional Research and Effectiveness Committee (IREC) to evaluate the

effectiveness of the SLO assessment process. The IREC conducted the first step of the analysis in fall 2013.

Dialogues are occurring across campus at multiple levels regarding the use of SLO assessment to improve student learning. In fall of 2011, the college developed a Student Success Committee with the primary function of involving the campus community in conversations about improving student success. Involvement of the Student Success Committee in the dialogue of using SLO assessment for continuous quality improvement of student learning in an obvious next step in fine-tuning organizational structures to support student learning.

4. The college will develop budget allocations to provide consistent funding for ongoing planned maintenance. In addition, the college will conduct a comprehensive assessment of safety and emergency communications and provide consistent funding to address safety and access issues related to facilities. (III.B.1.a, III.B.1.b)

As the college prepared its 2011 Self-Study, a need for physical resources was identified. Although one-time allocations had been used to address a number of needs, consistent funding was recognized as an area for improvement. In order to assure effective utilization of physical resources and ongoing support to programs and services, a long-term resource allocation commitment was needed to support effective planning in this area.

In addition to the physical resource needs, the college noted that additional training and drills needed to be conducted in order to address emergency preparedness, and that consistent funding should be provided to address safety and access issues related to facilities. Through the Facilities & Safety Advisory Group, the Campus Safety department, Facilities and Maintenance department, and the Academic Computing Technologies group, the college conducted an assessment of safety and emergency communications and implemented a number of measures in this area, including radio and telephone communications, dissemination of emergency preparedness information, a centralized access control mechanism, and exterior emergency telephones.

In order to develop budget allocations to provide consistent funding for ongoing planned maintenance, the college sets funds aside, into the Capital Outlay Fund, on an annual basis. Also, as available, scheduled maintenance allocations from the State and/or the District are set aside in the Capital Outlay Fund to address planned scheduled maintenance projects. Recent examples of ongoing planned maintenance that has been performed from these allocations have been the Quad Renovation Project which primarily addressed drainage problems and tripping hazards, and a campus-wide painting project which addressed much-needed exterior maintenance for a number of buildings throughout the campus.

Two additional planned maintenance projects which have already been funded will be addressed during the 2013-14 or 2014-15 fiscal years. These are the rebuilding of the 2000 building exterior stairs and the removal of property known as the Gigliotti Property. The 2000 building

exterior stairs project will address safety and access issues and the Gigliotti Property project, which includes demolition of existing property and resurfacing/paving will address parking concerns.

To address safety and emergency communications, the college has increased the number of campus-wide emergency drills performed in order to raise awareness and enhance preparedness in the event of potential emergencies for all students, faculty, and staff. Accordingly, the college participates in the annual state-wide Great Shake-out drill conducted in the fall semester and has conducted an active shooter drill in the spring semester. In addition to these larger drills, the college conducts regular emergency radio roll-call drills to ensure the effectiveness of its emergency equipment and to provide regular training to faculty and staff in proper emergency radio protocol. Additional radios have also been added in recent years, as a result of the college's comprehensive emergency preparedness and safety assessment. Another action item which resulted from the college's comprehensive assessment was the installation of telephones in every classroom allowing for mass emergency notification into a classroom and for emergency calling from within a classroom.

The college has incorporated safety and emergency planning into its exterior facilities planning through the installation of emergency telephones, known as "blue phones", and through the implementation of an emergency lock-down system. Exterior blue phones have been installed near the Wilshire Center, on the exterior of the newly renovated 700 building, and in the newly renovated Parking Lot 10, south of the 2000 building.

The college allocated resources toward the purchase of a One-Command System which allows for a centralized emergency lock-down by Campus Safety, in the event of an emergency requiring lock-down. This feature is available for all new facilities which have an electronic locking mechanism. Campus Safety has incorporated this protocol into the applicable campus-wide emergency drills. In addition, for long-term future planning purposes, this system will allow for integration with any new facility renovations or new buildings allowing broader utilization of the locking mechanism.

Every office, classroom and meeting room throughout the college has an Emergency flip chart which provides a quick-reference tool for students, faculty, staff, and visitors of what to do in the case of an emergency. These flip charts are updated as necessary. The charts, along with additional trainings and drills, have increased awareness to the campus community and have aided in emphasizing the joint responsibility for safety.

5. The college will develop a technology plan that addresses existing and near-future campus technology needs and will identify consistent funding to carry out that plan. The college will also incorporate a formal Assistive and Adaptive Technology Plan into the overall technology plan. (III.C.1, III.C.1.c)

During the academic year 2011-12 three on-campus committees contributed to the development of an allocation plan, an inventory of existing hard and soft technology assets, and a prioritization of technical needs. In an effort to ensure that instructional needs were being evaluated and communicated by those groups most closely involved in instruction, the Faculty Senate formed a subcommittee, the Instructional Technology Committee. This group met regularly throughout the academic year and was charged by the Senate with the task of soliciting input from its constituent members and identifying technological needs for effective instruction.

The Technology Implementation and Planning Committee (TIPC) was formed as a subcommittee of the President's Advisory Council (PAC) to solicit and evaluate input from all constituent groups on campus and to make recommendations to the PAC on the prioritization of technology needs. This committee was also charged with the development of a technology plan for the college as a whole, in support of Fullerton College and North Orange County Community College District goals and objectives. The members of the TIPC represented all constituent groups across the college, in addition to representation from the Faculty Senate's ITC committee, thus ensuring an effective communication link between the two committees. So that technical needs associated with off-campus instruction would be considered and integrated into the committee's deliberations, representatives from the college's Distance Education committee were also included.

Based on input from all constituencies it was determined that there was an immediate and critical need to upgrade and update existing technology. Working with the TIPC, representatives from Academic Computing Technology (ACT) completed a physical inventory and documentation of all existing computing equipment and infrastructure on campus. Equipment was evaluated on the basis of operating needs within the functional area, age of equipment, and the ability to support existing and anticipated near-future campus usage. A common desktop specification was developed as a uniform minimum standard for all purchases.

Assessment of infrastructure needs had revealed the need for new switches, core switches, and servers, the failure of which could affect the ongoing vitality of the college network. Based on the current technical inventory and an evaluation of near-future needs, a prioritized list of urgent technical purchases was developed, with an estimated purchase price for the needs determined to be most immediate. The recommendation included expenditures to update the existing inventory of desktop computers, with the recommendation for the college to maintain an inventory of desktops that is no older than three years at any time.

In view of the need to leverage long-term technical progress against short-term needs, the proposal included investment in the college infrastructure. This plan was approved by the Academic Senate and presented to the President's Advisory Council as a recommended action item in mid-spring 2012. Upon approval of the recommendation, the college allocated a sum of \$500,000 to fund the suggested purchases and accomplish the recommended course of action, with purchases completed at the end of the academic year.

While the committee structure of the previous academic year had resulted in definitive action in the short-term, the separation of tasks between the committees had made communications and feedback unwieldy and cumbersome, delaying the completion of a technology plan for the college. A draft document was produced but never finalized. During the academic year 2012-13 an evaluation of the structure and assessment of planning needs resulted in a collaborative decision to reintegrate the committees.

The President's Advisory Council replaced the Technology and Implementation Committee with a new subcommittee, the Fullerton College Technology Committee. Members were solicited from all constituent groups, the administrative and faculty Co-Chairs were identified, and the first meeting of the committee was scheduled just prior to the end of the academic year. During the course of this preliminary meeting the purpose of the committee was discussed and the progress made by previous committees was reviewed.

While the committee was adjourned over the summer the committee's charge was re-evaluated by college administration and the completion of a technology plan was made the highest priority for the committee's service during the 2013-2014 academic year. The committee's co-chairs met over the course of the summer to gather and review resources to make available to the committee for the purposes of an environmental scan, and a tentative plan was formulated to guide the committee's progress.

Meeting once a month during the fall semester, the Fullerton College Technology Committee has established a SharePoint site for the sharing of research and other resources, with the ultimate goal of developing a tool within SharePoint to record input from constituency groups. Each member of the committee is serving as a communications conduit between their constituent group and the committee as the plan is developed. A draft outline for the plan has been developed and each member is contributing to the plan. A set of beginning assumptions for the plan has been identified, with the intention of building on and updating the draft of the prior technology plan. It is anticipated that a plan will be completed by the end of the 2013-2014 academic year and ready for review and approval by constituent groups.

Evidence for Response to ACCJC District Recommendation #1

References:

- *North Orange County Community College District (NOCCCD) 2012 Integrated Planning Manual*
- *NOCCCD 2013 Integrated Planning Manual*
- *NOCCCD 2012 Decision-Making Resource Manual: Structure, Functions and Alignment*
- *NOCCCD 2013 Decision-Making Resource Manual: Structure, Functions and Alignment*

D1- 01	<i>NOCCCD District-wide Strategic Plan 2009-11</i>
D1-02	<i>NOCCCD 2011 Comprehensive Master Plan</i>
D1-03	Members of the Ad Hoc District Planning Committee
D1-04	Accreditation Workgroup Participants
D1-05	<i>NOCCCD 2012 Integrated Planning Manual</i>
D1-06	<i>NOCCCD 2012 Decision-Making Resource Manual: Structure, Functions and Alignment</i>
D1-07	September 16, 2011 Integrated Planning Workgroup agenda, sign-in sheet, and handouts
D1-08	E-mail distributing draft 1 of the Integrated Planning Manual
D1-09	E-mail distributing draft 2 of the Integrated Planning Manual
D1-10	October 21, 2012 Integrated Planning Workgroup agenda and sign-in sheet
D1-11	E-mail from CEOs distributing the Integrated Planning Manual for the first district-wide review
D1-12	Responses to feedback from the first district-wide review
D1-13	November 28, 2011 Chancellor's Cabinet/District Planning Council agenda
D1-14	November 28, 2011 Chancellor's Cabinet/District Planning Council minutes
D1-15	December 12, 2011 Chancellor's Cabinet/District Planning Council minutes

- D1-16 E-mail from CEOs distributing all three manuals for the second district-wide review
- D1-17 January 6, 2012 Board Letter distributing the *NOCCCD 2012 Integrated Planning Manual* and the *NOCCCD 2012 Decision-Making Resource Manual: Structure, Functions and Alignment*
- D1-18 Responses to feedback from the second district-wide review
- D1-19 January 23, 2012 Chancellor's Cabinet/District Planning Council agenda
- D1-20 January 23, 2012 Chancellor's Cabinet/District Planning Council minutes
- D1-21 January 24, 2012 Board Agenda and Minutes
- D1-22 February 13, 2012 Chancellor's Cabinet/District Planning Council minutes
- D1-23 February 28, 2012 Board Minutes
- D1-24 *NOCCCD District-wide Strategic Plan 2011-12 Final Report*
- D1-25 August 28, 2012 Board Minutes
- D1-26 *NOCCCD 2013 Progress Report on the District-wide Strategic Plan 2012-2014*
- D1-27 August 27, 2013 Board Minutes
- D1-28 *NOCCCD District-wide Strategic Plan 2012-2014*
- D1-29 Planning Calendar of Activities 2012-2020
- D1-30 2012 Planning Calendar of Activities with links to evidence
- D1-31 2013 Planning Calendar of Activities with links to evidence
- D1-32 *NOCCCD 2013 Integrated Planning Manual*
- D1-33 2015 Planning Calendar of Activities
- D1-34 Chancellor's Cabinet and District Planning Council Purpose and Operational Guidelines
- D1-35 September 16, 2011 Decision Making Workgroup agenda, sign-in sheet, and handouts
- D1-36 October 21, 2011 Decision Making Workgroup agenda and sign-in sheet

- D1-37 E-mail distributing draft 1 of the Decision Making Manual
- D1-38 E-mail distributing draft 2 of the Decision Making Manual
- D1-39 Responses to feedback on draft 2 of the Decision Making Manual
- D1-40 E-mail distributing draft 3 of the Decision Making Manual
- D1-41 E-mail distributing draft 4 of the Decision Making Manual
- D1-42 E-mail from CEOs distributing the Decision Making Manual for the first district-wide review
- D1-43 Responses to feedback from the first district-wide review
- D1-44 December 12, 2011 Chancellor’s Cabinet/District Planning Council agenda
- D1-45 Meeting agenda and presentation “How to Participate in Planning, Decision Making and budgeting in the NOCCCD” for Cypress College on April 20, 2012
- D1-46 Email invitation and presentation “How to Participate in Planning, Decision Making and budgeting in the NOCCCD” for the School of Continuing Education on May 2, 2012
- D1-47 “Board Role in Planning, Decision Making and Budgeting in the NOCCCD” presentation on July 21, 2012
- D1-48 Email invitation and presentation “How to Participate in Planning, Decision Making and budgeting in the NOCCCD” for Fullerton College on February 21, 2013
- D1-49 Email from Chancellor Doffoney to all district employees asking participation in the NOCCCD District Services/Districtwide Communications Satisfaction Survey 2013
- D1-50 *NOCCCD District Services/Districtwide Communications Satisfaction Survey 2013*
- D1-51 *NOCCCD 2013 Decision-Making Resource Manual: Structure, Functions and Alignment*
- D1-52 April 23, 2012 District Consultation Council minutes
- D1-53 May 8, 2012 Board Minutes

- D1-54 Responses to Feedback on *NOCCCD 2013 Progress Report on the District-wide Strategic Plan* from Board of Trustees 9/7/2013
- D1-55 *District Services Administrative Review Procedure*
- D1-56 2012 Budget Calendar of Activities with links to evidence
- D1-57 2013 Budget Calendar of Activities with links to evidence
- D1-58 *Proposed Budget & Financial Report 2012-2013*
- D1-59 *Proposed Budget & Financial Report 2013-2014*
- D1-60 February 27, 2012 District Consultation Council agenda and minutes
- D1-61 March 12, 2012 Council on Budget & Facilities agenda and minutes
- D1-62 November 15, 2011 Technology Advisory Committee agenda & minutes
- D1-63 April 16, 2012 Institutional Effectiveness minutes
- D1-64 *District-wide Institutional Effectiveness Report & Inventory of Programs and Services to Address the Achievement Gap*
- D1-65 Screenshots of myGateway access to Council materials (District Consultation Council, District Curriculum Coordinating Committee, Institutional Effectiveness Coordinating Council, Technology Coordinating Council and Council on Budget & Facilities)
- D1-66 August 23, 2011 Board minutes and Chancellor's 2011-12 Goals
- D1-67 Chancellor's 2012-13 Goals
- D1-68 Chancellor's 2013-14 Goals

Evidence for Response to ACCJC District Recommendation #2

References:

- *NOCCCD Budget Allocation Handbook 2012*
- *NOCCCD Budget Allocation Handbook 2013*

D2-01	<i>NOCCCD Budget Allocation Handbook 2012</i>
D2-02	<i>NOCCCD Budget Allocation Handbook 2013</i>
D2-03	September 16, 2011 Resource Allocation Workgroup agenda, sign-in sheet, and handouts
D2-04	E-mail distributing the first draft of the Budget Allocation Handbook
D2-05	E-mail distributing the second draft of the Budget Allocation Handbook
D2-06	E-mail distributing the third draft of the Budget Allocation Handbook
D2-07	E-mail distributing the proposed NOCCCD budget allocation model description for the Integrated Planning Manual
D2-08	E-mail distributing the fourth draft of the Budget Allocation Handbook
D2-09	October 21, 2011 Resource Allocation Workgroup agenda and sign-in sheet
D2-10	E-mail distributing draft 5 of the Budget Allocation Handbook
D2-11	Responses to feedback on the Budget Allocation Handbook
D2-12	E-mail from CEOs distributing the Budget Allocation Handbook for the first district-wide review
D2-13	April 9, 2012 Council on Budget & Facilities Minutes
D2-14	May 14, 2012 Council on Budget & Facilities Minutes
D2-15	November 19, 2012 Council on Budget & Facilities Minutes
D2-16	December 10, 2012 Council on Budget & Facilities Minutes
D2-17	February 11, 2013 Council on Budget & Facilities Minutes
D2-18	April 8, 2013 Council on Budget & Facilities Minutes
D2-19	May 13, 2013 Council on Budget & Facilities Minutes

- D2-20 June 10, 2013 Council on Budget & Facilities Minutes
- D2-21 August 12, 2013 Council on Budget & Facilities Minutes
- D2-22 April 22, 2013 District Consultation Council Minutes
- D2-23 May 20, 2013 District Consultation Council Minutes
- D2-24 June 24, 2013 District Consultation Council Minutes
- D2-25 Budget Calendar of Activities 2012-2020
- D2-26 September 10, 2013 Proposed Budget Presentation made to the Board
- D2-27 2012 NOCCCD Budget Allocation Model Forum flyer
- D2-28 2013 NOCCCD Budget Allocation Model Forum flyer
- D2-29 Sign in sheet from 2012 NOCCCD Budget Allocation Model Forum at Fullerton College April 30, 2013
- D2-30 Sign in sheet from 2012 NOCCCD Budget Allocation Model Forum at the School of Continuing Education May 23, 2013
- D2-31 NOCCCD Budget Central announcement flyer
- D2-32 September 24, 2012 District Consultation Council Minutes
- D2-33 November 26, 2012 District Consultation Council Minutes
- D2-34 *Strategic Plan Fund: Process and Selection Criteria* November 26, 2012
- D2-35 Email soliciting Strategic Plan Fund Proposals December 3, 2012
- D2-36 February 25, 2013 District Consultation Council Minutes
- D2-37 September 23, 2013 District Consultation Council Minutes
- D2-38 *Strategic Plan Fund: Process and Selection Criteria* September 23, 2013

Other evidence for District Recommendation #2 is included in the evidence cited for District Recommendations #1.

Evidence for Response to ACCJC District Recommendation #3

- D3- 01 Example email soliciting input to revisions of the *NOCCCD Integrated Planning Manual* and the *NOCCCD Decision-Making Resource Manual: Structure, Functions and Alignment* manuals
- D3-02 Email announcing posting of the revised *NOCCCD Integrated Planning Manual*, the *NOCCCD Decision-Making Resource Manual: Structure, Functions and Alignment*, and the *NOCCCD Budget Allocation Handbook* online at: <http://www.nocccd.edu/Accreditation.htm>

Other evidence for District Recommendation #3 is included in the evidence cited for District Recommendations #1 and #2.

Evidence for College Recommendation 1

- C1-01 Campus Diversity Plan Narrative
- C1-02 Campus Diversity Plan Activities
- C1-03 2013-14 Campus Diversity Plan Activities
- C1-04 Goals of Campus Diversity Committee
- C1-05 PAC Minutes October 8, 2013
- C1-06 Worldfest description
- C1-07 Dia de los Muertos Event flyer October 31, 2013

Evidence for College Recommendation 2

- C2-01 Faculty Senate Handbook – Procedures for SLOs
- C2-02 Current curriculum process requiring SLOs
- C2-03 Division/Department reflective dialogue
- C2-04 SLOA Committee Minutes
- C2-05 Faculty Senate Minutes
- C2-06 President’s Advisory Council Minutes
- C2-07 President’s Advisory Council Agenda
- C2-08 Program Review template
- C2-09 Staff Development Workshops on SLOs
- C2-10 Convocation Fall 2013 session on ISLOs
- C2-11 *FC Integrated Planning Manual*
- C2-12 SLOA Committee recommendation of software
- C2-13 SLO worksheet
- C2-14 Integrated hierarchical pathway to assess Learning Outcomes
- C2-15 Link to 2013-14 College Catalog

Evidence for College Recommendation 3

- C3-01 Faculty Senate Minutes
- C3-02 Planning and Budget Steering Committee Mission
- C3-03 Planning and Budget Steering Committee Rubric
- C3-04 Minutes from joint meeting of Planning and Budget Steering Committee and Program Review Committee
- C3-05 Evaluation instrument for Planning and Budget Steering Committee Meetings

Evidence for College Recommendation 4

- C4-01 Goals Endorsed PAC Minutes May 2011
- C4-02 College Goals & Objectives 2013-2015
- C4-03 Endorsement of Goals & Objectives PAC Minutes February 2013
- C4-04 Strategic Plan Final Report for 2011-2013
- C4-05 Annual Report to the Community 2012-2013
- C4-06 Institutional Effectiveness Report 2012-13
- C4-07 Mission and Purpose of the Institutional Research and Effectiveness Committee
- C4-08 IREC Self-Reflective Instrument

Evidence for College Recommendation 5

- C5-01 Planning and Budget Steering Committee Mission and Purpose
- C5-02 Total Cost of Ownership Model
- C5-03 Analysis of Custodial Levels
- C5-04 Facility and Safety Committee
- C5-05 Memo to Dissolve Facilities and Safety Committee
- C5-06 Emergency Preparedness Committee Description

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TO: BOARD OF TRUSTEES

DATE: March 11, 2014

SUBJECT: Resolution
Board of Trustees
Excused Absence

Action	<u>X</u>
Resolution	<u>X</u>
Information	<u> </u>
Enclosure(s)	<u>X</u>

BACKGROUND: Pursuant to Board Policy 2725, Board Member Compensation, Board members may be paid for meetings when they are absent, if the Board adopts a Resolution verifying that the absence is excused.

Education Code Section 72425, Subdivision (c) reads as follows:

A member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board. This compensation shall be a charge against the funds of the district.

How does this relate to the Five District Strategic Directions? This item responds to Strategic Direction #4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

How does this relate to Board Policy: This item is in compliance with Board Policy 2725, Board Member Compensation.

FUNDING SOURCE AND FINANCIAL IMPACT: This will be charged against the funds of the District.

RECOMMENDATION: It is recommended that the Board adopt Resolution No.13/14-13 Trustee Absence, verifying that Trustee Molly McClanahan was absent on February 11 and February 25, 2014, due to hardship and, therefore, eligible to receive compensation for the Regular Board meetings held on those date. A signed Affidavit from Ms. McClanahan verifying her absence due to hardship will be on file in the Chancellor's Office.

Ned Doffoney

Recommended by

Approved for Submittal

6.b.1

Item No.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**



Resolution 13/14-13, Trustee Absence

WHEREAS, Education Code Section 72425(c) states:

(c) A member may be paid for any meeting when absent if the board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board. This compensation shall be a charge against the funds of the district.

NOW, THEREFORE, BE IT RESOLVED that the Trustee named below was absent from the Regular Board meetings of February 11 and February 25, 2014, due to hardship, and therefore, eligible to receive compensation for the meeting held on that date.

TRUSTEE

Molly McClanahan

AYES:

NOES:

ABSENT:

ABSTAINING:

DATE ADOPTED: March 11, 2014

6.b.2
Item No.