



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

**MEETING:** Regular Meeting in May 2020

**DATE:** Tuesday, May 12, 2020, at 5:30 p.m.

**PLACE:** Zoom Teleconference

Access to the Board of Trustees meeting is available via the District YouTube channel by clicking on the following livestreaming link and selecting the “LIVE” video option:

<https://www.youtube.com/channel/UCsguBf7ndfQVQ6n0v9hrfiQ>

Welcome to this meeting of the North Orange County Community College District Board of Trustees. Anyone wishing to attend this meeting may do so virtually via the YouTube link listed on the agenda.

Public comments for Zoom teleconference meetings will only be accessible via email. Submissions should be sent to [chancellor@nocccd.edu](mailto:chancellor@nocccd.edu) with “Public Comment” noted in the email subject line and must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit.

The Board of Trustees reserves the right to change the order of the agenda items as the need arises.

All Board meetings, excluding closed sessions, shall be electronically recorded.

**AGENDA:**

1. a. **Pledge of Allegiance to the Flag**
- b. **Board of Trustees Roll Call**
- c. **Comments: Members of the Audience:** The Board respects the rights of members of the public to comment on matters under its jurisdiction. Members of the public may address the Board via email submissions which must be received by 5:00 p.m. the day of the Board meeting. All submissions received will be read into the record at the Board meeting and must comply with the three-minute time limit. The Board does not condone any defamatory accusations or complaints, including remarks which reflect adversely on the political, religious, or economic views, character, or motives of any person. Members of the audience bear the sole legal responsibility for any defamation actions that may be brought as a result of their comments or allegations.
- d. **Consider Non-Personnel block-vote items indicated by [ ] in Sections 3 & 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.

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 by contacting the Chancellor’s Office.

- f. **Reports:**  
**Chancellor**

- g. **Comments:**  
**Chancellor's Staff**  
**Resource Table Personnel**  
**Members of the Board of Trustees**
- h. **Approval of Minutes of the Regular Meeting of April 28, 2020.**
- i. **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 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.**
- Per Section 54956.8: CONFERENCE WITH REAL PROPERTY NEGOTIATOR.**
- Property: 1245 E. Wilshire Avenue, Fullerton, CA 92831  
(APN 033-211-02)**
- Negotiation Party: Fred Williams, Vice Chancellor, Finance & Facilities**  
**Under Negotiations: Terms and Conditions of Purchase**

### 3. **FINANCE & 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 to make adjustments to the General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2019-2020 allocations. It is further requested that resolutions be adopted to adjust budgets and authorize expenditures within the General Fund pursuant to the California Code of Regulations Title 5, §58308.
- c. It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2020, as required by §58310 of Title 5.
- d. It is recommended that the Board receive the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended March 31, 2020.
- [e] Authorization is requested to release the committed fund balance of \$6,337,728 set aside for future STRS and PERS rate increases and to make these funds available for one-time funding allocations.
- [f] Authorization is requested to use the estimated \$33,008,505 of Education Protection Account proceeds resulting from the passage of Proposition 55 to partially fund instructional salaries and benefits.

- [g] Authorization is requested for the disposal of Class 3 Disposable Records after July 1, 2020, from the District's Business Office, and the respective Bursar's Office of Cypress and Fullerton colleges and North Orange Continuing Education as listed on the attached inventory pursuant to Title 5, §59020 of the California Administrative Code.
- [h] It is recommended that the Board allow the Cypress College Foundation to name the existing hallways and gallery on the second floor of the Student Services Building at Cypress College, the Ursula Lowenback Foster Holocaust Memorial Gallery.
- [i] It is recommended that the Board approve Change Order #01 to increase the contract with Allana, Buick, & Bers, Inc. by \$158,600, for a total revised value of \$379,200.00, to provide additional professional services for Project #2016-13.
- [j] Authorization is requested for institutional membership to the Online Learning Consortium (OLC) for Fullerton College Distance Education, from May 18, 2020 through May 18, 2021, at a cost not to exceed \$1,190.00.
- [k] Authorization is requested to award Bid #1920-09, Fullerton College 300-500 Sewer Replacement Project to Los Angeles Engineering, Inc. as the lowest overall responsive and responsible bidder in the amount of \$412,000 plus \$87,500 Allowance.
- l. Authorization is requested to Adopt Resolution No. 19/20-20 to Approve and Adopt the Final Initial Study/Mitigated Negative Declaration for the Greenhouse Replacement and Restroom Modernization Project (Project) (SCH No. 2019129041), to Approve and Adopt the Mitigation Monitoring and Reporting Plan for the Project as included in the Final IS/MND, and to Approve and Adopt the Project.
- [m] Authorization is requested to award Bid #1920-12, Greenhouse Replacement Project at Fullerton College to RT Contractor Corp. as the lowest overall responsive and responsible bidder in the amount of \$1,293,000, including an allowance of \$50,000.

#### 4. **INSTRUCTIONAL RESOURCES**

- [a] It is recommended that the Board approve the summary of curriculum changes for Cypress College, to be effective Fall 2019, Fall 2020 and Fall 2021.
- [b] It is recommended that the Board approve the summary of curriculum changes for Fullerton College, to be effective Fall 2020 or Fall 2021.
- [c] It is recommended that the Board approve the summary of curriculum changes for the North Orange Continuing Education, to be effective Fall 2020.
- [d] It is recommended that the Board ratify the amendment of the 2018-2021 NOCCCD Placentia Yorba Linda Unified School District College and Career Access Pathways (CCAP) Dual Enrollment Partnership Agreement.

- [e] Authorization is requested for Cypress College and Fullerton College to enter into agreements with the U.S. Department of Education to accept the total CARES Act – HEERF funds in the amount of \$18,014,389 to be used by May 1, 2021 to cover expenses related to the disruption of campus operations due to the Coronavirus pandemic.
- f. It is recommended that the Board of Trustees review the North Orange Continuing Education Accreditation Mid-Cycle Progress Report.

## 5. HUMAN RESOURCES

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

- Retirements
- Phase-In Retirements
- Resignation
- Change in Salary Classification
- Additional Duty Days @ Per Diem
- Leaves of Absence
- Temporary Academic Hourly

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

- Probationary Release
- New Personnel
- Voluntary Changes in Assignment

- [c] Request approval of Professional Experts.
- d. Request approval to receive reopeners for 2020-2021 proposed by CSEA Chapter #167 to the District and to set a public hearing.
- e. Request approval to receive reopeners for 2020-2021 proposed by the District to CSEA Chapter #167 and to set a public hearing.

## 6. GENERAL

- a. It is recommended that the Board re-adopt Board Policy 6320, Investments.
- b. It is recommended that the Board consider whether an increase to compensation for Board members is desirable at this time.
- c. It is recommended that the Board adopt Resolutions No. 19/20-21 and No. 19/20-22, Order of Biennial Trustee Election and Specifications of the Election Orders.
- d. It is recommended that the Board discuss any potential future agenda items.

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 the Chancellor's Office, at (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

|                 |  |              |                   |
|-----------------|--|--------------|-------------------|
| <b>TO:</b>      | BOARD OF TRUSTEES                          | Action       | <u>X</u>          |
| <b>DATE:</b>    | May 12, 2020                               | Resolution   | <u>          </u> |
|                 |  | Information  | <u>          </u> |
| <b>SUBJECT:</b> | Ratification of Purchase Orders and Checks | Enclosure(s) | <u>X</u>          |

**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 P0137654 - P0139174, check numbers C0051541 – C0051610; F0245048 – F0248037; Q0000000 – Q0000000; 88502899 – 88503598; V0031797 – V0031800; 70098582 – 70101529; disbursements E8854382 – E8861315; 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 NOCE 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 Bank Mobile 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 P0137654 - P0139174 through April 22, 2020, totaling \$3,990,009.50 and check numbers C0051541 – C0051610, totaling \$31,640.25; check numbers F0245048 – F0248037, totaling \$249,477.98; check numbers Q0000000 – Q0000000, totaling \$0.00; check numbers 88502899 – 88503598, totaling \$5,647,001.56; check numbers V0031797 – V0031800 totaling \$6,916.00; check numbers 70098582 – 70101529, totaling \$176,801.83; and disbursements E8854382 – E8861315, totaling \$2,530,008.01, through April 30, 2020.

Fred Williams

3.a.1

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Recommended by

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Approved for Submittal

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Item No.

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME                                    | AMOUNT        | FUND | SITE | DESCRIPTION  |
|----------|--|---------------|------|------|--|
| P0137654 | Office Solutions                               | \$ 300.00     |      | CC   | Blanket Order for Office Supplies                  |
| P0138726 | MSC Industrial Supply Co Inc                   | \$ 921.19     |      | FC   | Safety Cabinet                                     |
| P0137828 | Sodexo Inc and Affiliates                      | \$ 161.36     |      | FC   | Catering for Mindfulness Presentation              |
| P0138729 | Sodexo Inc and Affiliates                      | \$ 1,489.21   |      | FC   | Catering for Instructional Building Groundbreaking |
| P0138730 | Teamsynced                                     | \$ 882.00     |      | FC   | Software License                                   |
| P0138731 | Henry Schein Inc                               | \$ 5,000.00   |      | CC   | Blanket Order for Instructional Supplies           |
| P0138732 | Lone Star Percussion                           | \$ 73.70      |      | FC   | Instructional Supplies                             |
| P0138733 | iT1 Source LLC                                 | \$ 799.51     |      | NOCE | Printer  |
| P0138734 | Howard Technology Solutions                    | \$ 808.13     |      | FC   | Computer   |
| P0138735 | Montgomery Hardware                            | \$ 318.52     |      | CC   | Computer Component                                 |
| P0138736 | S&B Foods                                      | \$ 306.98     |      | CC   | Catering for the Financial Aid Department          |
| P0138737 | CDW Government Inc                             | \$ 430.23     |      | FC   | Computer Monitor                                   |
| P0138738 | CDW Government Inc                             | \$ 4,833.07   |      | FC   | (5) Computers                                      |
| P0138739 | Amazon Business                                | \$ 269.36     |      | CC   | Instructional Equipment                            |
| P0138742 | Performance Health Supply Inc                  | \$ 10,791.17  |      | CC   | Medical Equipment                                  |
| P0138743 | Amazon Business                                | \$ 50.87      |      | CC   | Office Supplies                                    |
| P0138762 | Amazon Business                                | \$ 148.39     |      | CC   | Textbooks  |
| P0138781 | Howard Technology Solutions                    | \$ 1,060.27   |      | FC   | Computer   |
| P0138782 | CDW Government Inc                             | \$ 287.70     |      | FC   | Computer Tablet                                    |
| P0138783 | CDW Government Inc                             | \$ 2,011.06   |      | FC   | Computer   |
| P0138784 | GST  | \$ 2,172.13   |      | CC   | Printer  |
| P0138785 | CDW Government Inc                             | \$ 286.81     |      | FC   | Computer Monitor                                   |
| P0138798 | Buddy's All Stars, Inc.                        | \$ 2,969.38   |      | FC   | Athletic Supplies                                  |
| P0138803 | Everest/Soady Company                          | \$ 6,890.81   |      | CC   | Promotional Materials                              |
| P0138804 | 4imprint Inc                                   | \$ 2,900.71   |      | CC   | Marketing Supplies                                 |
| P0138805 | Alonti Catering                                | \$ 152.57     |      | NOCE | Catering for Professional Development Workshop     |
| P0138806 | RC3 Pizza LLC                                  | \$ 490.26     |      | CC   | Catering for Welcome Back Event                    |
| P0138815 | ATI  | \$ 97.85      |      | NOCE | Textbooks  |
| P0138816 | Pearson Education Inc                          | \$ 422.26     |      | NOCE | Textbooks  |
| P0138817 | McGraw Hill Co                                 | \$ 236.95     |      | NOCE | Textbooks  |
| P0138818 | Fokis Microscope and Instrument Repair         | \$ 760.00     |      | FC   | Medical Equipment Inspections                      |
| P0138819 | Nossaman LLP                                   | \$ 160,000.00 |      | AC   | State & Federal Legislative Advocacy BA: 2/25/20   |
| P0138820 | Amazon Business                                | \$ 529.60     |      | NOCE | Textbooks  |
| P0138821 | Amazon Business                                | \$ 1,703.03   |      | FC   | Lab Supplies                                       |
| P0138822 | Adriana Benitez                                | \$ 500.00     |      | FC   | CARE Auto Maintenance Reimbursement                |
| P0138823 | Fullerton College                              | \$ 509.85     |      | FC   | Child Development Lab School Fees                  |
| P0138824 | Catusca Lopez                                  | \$ 52.50      |      | FC   | Student Fee Reimbursement                          |
| P0138825 | Sodexo Inc and Affiliates                      | \$ 276.62     |      | FC   | Catering for Black Students Forum                  |
| P0138827 | South Orange County Community College District | \$ 464.73     |      | AC   | Regional Job Fair Supplies Reimbursement           |
| P0138828 | 4C/SD  | \$ 175.00     |      | AC   | Institutional Membership                           |
| P0138829 | NetSupport, Inc                                | \$ 1,631.25   |      | CC   | Software Subscription Renewal                      |

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME                           | AMOUNT        | FUND | SITE | DESCRIPTION   |
|----------|---------------------------------------|---------------|------|------|---|
| P0138830 | iT1 Source LLC                        | \$ 925.58     |      | NOCE | Printer   |
| P0138831 | iT1 Source LLC                        | \$ 427.38     |      | NOCE | Computer Monitor  |
| P0138832 | iT1 Source LLC                        | \$ 1,454.25   |      | NOCE | Computer  |
| P0138833 | Anaheim Place Partners LP             | \$ 222,571.20 |      | NOCE | Office Space Rental for CAEP Grant - B/A: 03/10/2020            |
| P0138834 | Sodexo Inc and Affiliates             | \$ 471.30     |      | FC   | Catering for PUMP Meeting #2                                    |
| P0138835 | Industrial Plastic Supply Inc         | \$ 588.32     |      | CC   | Classroom Supplies  |
| P0138836 | Stephen Amundson                      | \$ 800.00     |      | CC   | Guest Performer   |
| P0138837 | DMG Corporation                       | \$ 15,707.21  | Bond | AC   | Facilities Equipment @ CC                                       |
| P0138838 | Center for Education & Employment Law | \$ 195.00     |      | CC   | Subscription Renewal  |
| P0138839 | Sodexo Inc and Affiliates             | \$ 363.94     |      | FC   | Catering for La Habra Jump Start                                |
| P0138840 | Sodexo Inc and Affiliates             | \$ 678.62     |      | FC   | Catering for Black Student Forum                                |
| P0138841 | Economic Modeling LLC                 | \$ 13,500.00  |      | FC   | Software Subscription   |
| P0138842 | Rotary Club of Fullerton              | \$ 1,800.00   |      | FC   | Annual Membership   |
| P0138843 | Ding Tea                              | \$ 90.00      |      | CC   | Food Supplies for Workshop                                      |
| P0138844 | Cranium Cafe LLC                      | \$ 53,697.13  |      | AC   | Software License  |
| P0138851 | CDW Government Inc                    | \$ 22,384.43  |      | AC   | (10) Laptops with Docks   |
| P0138852 | Stamats Communications Inc            | \$ 87,000.00  |      | NOCE | NOCRC Website Design  |
| P0138853 | Screencast-O-matic                    | \$ 268.25     |      | NOCE | Software  |
| P0138854 | Community College Baccalaureate Assn  | \$ 600.00     |      | AC   | Institutional Membership  |
| P0138855 | Computerland of Silicon Valley        | \$ 1,278.00   |      | AC   | Software  |
| P0138858 | Office Solutions                      | \$ 2,000.00   |      | CC   | Blanket Order for Office Supplies                               |
| P0138859 | Office Solutions                      | \$ 1,900.00   |      | CC   | Blanket Order for Office Supplies                               |
| P0138860 | State of California                   | \$ 75,000.00  | Bond | AC   | Bldgs. 300 and 500 Modernization Project @ FC                   |
| P0138861 | Office Solutions                      | \$ 2,000.00   |      | CC   | Blanket Order for Office Supplies                               |
| P0138862 | Henry Schein Inc                      | \$ 5,000.00   |      | CC   | Blanket Order for Instructional Supplies                        |
| P0138863 | J W Pepper of Los Angeles             | \$ 4,000.00   |      | FC   | Blanket Order for Instructional Supplies                        |
| P0138864 | Vector Resources Inc                  | \$ 2,003.94   |      | NOCE | Internet Equipment  |
| P0138865 | Cidi Labs LLC                         | \$ 6,761.00   |      | NOCE | Software  |
| P0138866 | Yejeong Jang                          | \$ 80.00      |      | CC   | Reimbursement for School Fees                                   |
| P0138867 | Ashley Berry                          | \$ 335.17     |      | CC   | Reimbursement for Event Food                                    |
| P0138868 | Cal Pro Specialties                   | \$ 1,382.98   |      | AC   | Promotional Materials   |
| P0138869 | North Orange County ROP               | \$ 412,460.00 |      | NOCE | MOU - AEBG to Reimburse CTE Outreach B/A: 9/24/19               |
| P0138870 | North Orange County ROP               | \$ 252,355.00 |      | NOCE | MOU- To Reimburse CTE Data collection B/A: 9/24/19              |
| P0138871 | CDW Government Inc                    | \$ 6,334.63   |      | FC   | (100) Web Cams for Staff Use                                    |
| P0138872 | CDW Government Inc                    | \$ 2,789.65   |      | FC   | (100) Computer Headset with Microphone                          |
| P0138873 | CDW Government Inc                    | \$ 84,249.00  |      | FC   | (100) Laptops using National IPA                                |
| P0138874 | O'Connor Construction Management Inc  | \$ 40,800.00  | Bond | AC   | Scheduling & Verification Srvs for Central Plant Expansion @ FC |
| P0138875 | Certified Enterprises Inc             | \$ 300.00     |      | CC   | Waste Pickup Fee  |
| P0138876 | Bell Pipe & Supply Co                 | \$ 614.18     |      | FC   | Facilities Supplies   |
| P0138877 | Apple Computer Inc                    | \$ 3,300.69   |      | CC   | Computer  |
| P0138878 | Rodriguez Engineering Inc             | \$ 10,000.00  |      | FC   | General Engineering Services                                    |

**BOARD RECAP**  
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**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME                        | AMOUNT       | FUND | SITE | DESCRIPTION                                  |
|----------|------------------------------------|--------------|------|------|--|
| P0138879 | Howard Technology Solutions        | \$ 2,744.41  |      | FC   | Projector with Screen                        |
| P0138880 | CDW Government Inc                 | \$ 1,003.14  |      | FC   | Computer                                     |
| P0138881 | GT Software Inc                    | \$ 1,584.00  |      | AC   | Software License Renewal                     |
| P0138882 | Modo Labs Inc                      | \$ 4,440.00  |      | CC   | Software License Renewal                     |
| P0138883 | Mity-Lite Inc                      | \$ 910.70    |      | FC   | Facilities Supplies                          |
| P0138884 | Office Solutions                   | \$ 2,000.00  |      | NOCE | Blanket Order for Office Supplies            |
| P0138885 | Crosstex International             | \$ 5,000.00  |      | CC   | Blanket Order for Safety Supplies            |
| P0138886 | CliftonLarsonAllen LLP             | \$ 27,300.00 |      | AC   | Consulting for Auxiliaries in Good Standing  |
| P0138887 | Aztec Software Associates Inc      | \$ 4,312.50  |      | NOCE | Software License                             |
| P0138888 | Aztec Software Associates Inc      | \$ 810.00    |      | NOCE | Online Test Vouchers                         |
| P0138889 | Traci Linstrom                     | \$ 277.60    |      | FC   | Classroom Materials                          |
| P0138890 | Integrus Investmens LLC            | \$ 4,500.00  |      | CC   | Independent Contractor for Speaking Services |
| P0138891 | Sun Kim                            | \$ 200.00    |      | FC   | Guest performer for the FC Music Department  |
| P0138892 | Performance Health Supply Inc      | \$ 1,789.07  |      | FC   | Instructional Supplies                       |
| P0138896 | Product Design 7 LLC               | \$ 2,199.18  |      | CC   | Graduation Sashes                            |
| P0138897 | Vintage King Audio Inc             | \$ 1,941.75  |      | FC   | Instructional Supplies                       |
| P0138898 | Home Depot                         | \$ 1,463.66  |      | FC   | Hardware Supplies                            |
| P0138899 | Anaheim Union High School District | \$ 144.00    |      | FC   | Transportation Fees                          |
| P0138900 | Vernes Plumbing Inc                | \$ 8,007.93  |      | CC   | Emergency Gas Leak Repair                    |
| P0138901 | Sodexo Inc and Affiliates          | \$ 321.53    |      | FC   | Catering for PUMP Meeting #3                 |
| P0138902 | King Van & Storage Inc             | \$ 2,696.45  |      | NOCE | Moving Services                              |
| P0138903 | CSI Fullmer                        | \$ 14,458.52 |      | NOCE | Classroom Furniture                          |
| P0138904 | B & H Photo Video Inc              | \$ 2,178.69  |      | CC   | Media Supplies                               |
| P0138905 | Freestyle Camera                   | \$ 1,368.37  |      | CC   | Instructional Supplies                       |
| P0138906 | S&B Foods                          | \$ 4,364.42  |      | CC   | Catering for Science Technology Orientation  |
| P0138908 | Office Solutions                   | \$ 10,000.00 |      | CC   | Blanket Order for Office Supplies            |
| P0138909 | CSI Fullmer                        | \$ 43,870.60 |      | NOCE | Classroom Furniture                          |
| P0138910 | Respondus Inc                      | \$ 1,543.00  |      | FC   | Software License                             |
| P0138911 | Uline Inc                          | \$ 7,052.50  |      | CC   | Storage Containers                           |
| P0138913 | GST                                | \$ 327.97    |      | CC   | Computer Supplies                            |
| P0138914 | Leonard Chaidez Tree Service       | \$ 11,480.00 |      | CC   | Tree Trimming Services                       |
| P0138915 | Atlassian Pty Ltd                  | \$ 6,950.00  |      | AC   | Software License                             |
| P0138916 | CDW Government Inc                 | \$ 1,647.96  |      | FC   | Computer                                     |
| P0138917 | CDW Government Inc                 | \$ 3,045.29  |      | FC   | (2) Laptops                                  |
| P0138918 | CDW Government Inc                 | \$ 14,511.82 |      | FC   | (10) Laptops for COVID                       |
| P0138921 | Safety Kleen Corp                  | \$ 2,651.69  |      | CC   | Facilities Supplies                          |
| P0138922 | Sodexo Inc and Affiliates          | \$ 179.38    |      | FC   | Catering for Promise Mentee Mixer            |
| P0138923 | Formstack LLC                      | \$ 9,588.00  |      | FC   | Software License                             |
| P0138924 | Sidepath Inc                       | \$ 1,288.10  |      | CC   | Computer                                     |
| P0138928 | CDW Government Inc                 | \$ 2,366.71  |      | FC   | Computer                                     |
| P0138929 | CDW Government Inc                 | \$ 26,864.02 |      | FC   | (30) Laptops for COVID                       |



**BOARD RECAP**  
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**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME                                  | AMOUNT        | FUND | SITE | DESCRIPTION                                       |
|----------|--|---------------|------|------|---|
| P0138930 | Doing Good Works                             | \$ 1,968.62   |      | FC   | Promotional Materials                             |
| P0138931 | CDW Government Inc                           | \$ 80,592.04  |      | FC   | (90) Laptops for COVID                            |
| P0138932 | Love and Logic Institute Inc                 | \$ 28,004.27  |      | NOCE | Textbooks   |
| P0138933 | Shiffler Equipment Sales Inc                 | \$ 783.68     |      | CC   | Instructional Supplies                            |
| P0138934 | Ken Grody Ford                               | \$ 36,180.03  |      | FC   | Police Responder Vehicle                          |
| P0138935 | Amazon Business                              | \$ 1,999.08   |      | CC   | Computer Lab Supplies                             |
| P0138936 | Cosmed USA Inc                               | \$ 73,074.09  |      | CC   | Metabolic Testing System                          |
| P0138937 | Nancy Prim                                   | \$ 19.00      |      | FC   | Student Fees Reimbursement                        |
| P0138938 | Donte Abernathy                              | \$ 63.00      |      | FC   | Student Fees Reimbursement                        |
| P0138939 | Maraya Bermudez                              | \$ 61.00      |      | FC   | Student Fees Reimbursement                        |
| P0138940 | Jessica Sandoval                             | \$ 63.00      |      | FC   | Student Fees Reimbursement                        |
| P0138941 | Lakeetha Williams                            | \$ 49.00      |      | FC   | Student Fees Reimbursement                        |
| P0138942 | Lakeetha Williams                            | \$ 498.05     |      | FC   | Student Fees Reimbursement                        |
| P0138943 | Sodexo Inc and Affiliates                    | \$ 316.20     |      | FC   | Catering for Women's Forum                        |
| P0138944 | Best Buy Auto Equipment                      | \$ 3,826.89   |      | CC   | Automotive Supplies                               |
| P0138945 | Sodexo Inc and Affiliates                    | \$ 118.73     |      | FC   | Catering for Library Focus Group                  |
| P0138946 | Pacific Coast Entertainment                  | \$ 688.59     |      | FC   | Lighting Supplies                                 |
| P0138947 | Glory Global Solutions Inc                   | \$ 5,530.29   |      | FC   | Currency Counting Machines                        |
| P0138949 | Jackson's Auto Supply                        | \$ 1,055.95   |      | FC   | Automotive Floor Jack                             |
| P0138950 | Cal Pro Specialties                          | \$ 4,886.37   |      | FC   | Promotional Supplies                              |
| P0138951 | CDW Government Inc                           | \$ 1,417.62   |      | AC   | (5) Printers and Cartridges for COVID Staff Home  |
| P0138952 | Oracle Corporation                           | \$ 159,449.03 |      | AC   | ORACLE Software & License Support BA: 05/23/17    |
| P0138953 | CDW Government Inc                           | \$ 29,934.26  |      | NOCE | (30) Laptops with Cart for Disabled Student Serv. |
| P0138954 | Howard Technology Solutions                  | \$ 25.86      |      | FC   | Computer Component                                |
| P0138955 | Toshiba Business Solutions                   | \$ 169.18     |      | CC   | Office Supplies                                   |
| P0138956 | Peter Maharaj                                | \$ 533.20     |      | CC   | Reimbursement for Office Supplies                 |
| P0138957 | California Compressor Inc                    | \$ 1,062.79   |      | FC   | Air Compressor Repairs                            |
| P0138958 | Monica Lee                                   | \$ 490.00     |      | FC   | Reimbursement for Instructional Materials         |
| P0138959 | Oracle Corporation                           | \$ 36,141.77  |      | AC   | ORACLE Golden Gate License Renewal                |
| P0138960 | B & H Photo Video Inc                        | \$ 1,985.53   |      | FC   | Audio Supplies                                    |
| P0138961 | Toshiba Business Solutions                   | \$ 323.25     |      | CC   | Office Supplies                                   |
| P0138962 | Slack Technologies Inc                       | \$ 664.44     |      | AC   | Software License                                  |
| P0138963 | State of California                          | \$ 1,800.00   |      | AC   | State Inspection Fees                             |
| P0138964 | Verbit Inc                                   | \$ 67,000.00  |      | AC   | Software License for COVID                        |
| P0138965 | Pacific Coast Entertainment                  | \$ 7,192.56   |      | FC   | Theater Lighting                                  |
| P0138966 | Carolina Biological Supply Co                | \$ 3,334.80   |      | CC   | Instructional Equipment                           |
| P0138967 | Easykeys.com Inc                             | \$ 200.00     |      | NOCE | Blanket Order for Office Furniture Keys           |
| P0138969 | SOCAN  | \$ 100.00     |      | FC   | Radio Station Application Fee                     |
| P0138970 | The Adult Contemporary Music Research Letter | \$ 330.00     |      | FC   | Music Subscription                                |
| P0138971 | 4imprint Inc                                 | \$ 5,530.79   |      | CC   | Promotional Materials                             |
| P0138972 | Sodexo Inc and Affiliates                    | \$ 365.45     |      | FC   | Catering for Pandemic Preparedness Team           |

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME   | AMOUNT       | FUND           | SITE | DESCRIPTION                                       |
|----------|---|--------------|----------------|------|---|
| P0138974 | KLDiscovery Ontrack LLC                                 | \$ 149.00    |                | AC   | Computer Data Recovery Services                   |
| P0138976 | Scantron Corporation                                    | \$ 9,303.53  |                | NOCE | Scanner Machines                                  |
| P0138977 | Sodexo Inc and Affiliates                               | \$ 434.67    |                | FC   | Catering for New Faculty Seminars                 |
| P0138978 | Jostens   | \$ 57.86     |                | FC   | College Degrees                                   |
| P0138979 | Jostens   | \$ 14.37     |                | FC   | College Degrees                                   |
| P0138980 | Wolters Kluwer Health                                   | \$ 3,468.69  |                | CC   | Software  |
| P0138981 | Hu-Friedy Mfg Co LLC                                    | \$ 15,519.49 |                | CC   | Dental Lab Equipment                              |
| P0138982 | I-CAR   | \$ 5,000.00  |                | CC   | Software License                                  |
| P0138983 | Continuant Inc  | \$ 89.50     |                | AC   | Software License                                  |
| P0138984 | Buddy's All Stars, Inc.                                 | \$ 3,495.89  |                | FC   | Athletic Supplies                                 |
| P0138985 | Identifix Inc   | \$ 1,068.00  |                | CC   | Software License                                  |
| P0138986 | O'Reilly Media Inc                                      | \$ 3,910.06  |                | AC   | Software License                                  |
| P0138987 | Montgomery Hardware                                     | \$ 26,658.54 | Capital Outlay | AC   | Staff Restroom Upgrades at Various Locations @ FC |
| P0138988 | G A L Gage Company                                      | \$ 9,477.63  |                | FC   | Welding Supplies                                  |
| P0138989 | Nova-Tech International Inc                             | \$ 4,152.35  |                | CC   | Lab Equipment                                     |
| P0138990 | Global Equipment Co                                     | \$ 3,682.05  |                | CC   | Classroom Supplies                                |
| P0138991 | Sodexo Inc and Affiliates                               | \$ 378.36    |                | FC   | Catering for New Faculty Seminars                 |
| P0138992 | Sidepath Inc  | \$ 2,553.21  |                | CC   | Laptops   |
| P0138993 | U C Regents   | \$ 648.74    |                | CC   | Field Trip Fees                                   |
| P0138994 | Deidre Hughes   | \$ 374.32    |                | FC   | Reimbursement for Classroom Supplies              |
| P0138995 | CDW Government Inc                                      | \$ 7,255.92  |                | FC   | (5) Laptops for COVID                             |
| P0138996 | CDW Government Inc                                      | \$ 13,754.66 |                | FC   | Computer  |
| P0138997 | CDW Government Inc                                      | \$ 1,872.41  |                | FC   | (3) Laptops & (3) Desktops for Student COVID      |
| P0138998 | Swift River Online Learning                             | \$ 3,250.00  |                | CC   | Software License                                  |
| P0138999 | ARC Document Solutions LLC                              | \$ 30,228.00 |                | AC   | Software License Renewal                          |
| P0139000 | Art with Impact   | \$ 4,000.00  |                | CC   | Campus Workshop for Mental Health                 |
| P0139002 | 25th Hour Communications Inc                            | \$ 5,400.00  |                | CC   | Independent Contractor for Media Relations        |
| P0139003 | Joint Review Committee on Education in Radiologic Techn | \$ 4,870.00  |                | CC   | Accreditation Visit Radiologic Technology Fee     |
| P0139004 | Sodexo Inc and Affiliates                               | \$ 242.17    |                | FC   | Catering for EOPS Honors Alliance Feb Meeting     |
| P0139005 | Project Wayfinder LLC                                   | \$ 6,500.00  |                | FC   | Virtual Software Services                         |
| P0139006 | Toni Nielson  | \$ 306.03    |                | FC   | Reimbursement for Field Trip Expenditures         |
| P0139007 | 2XL Corporation   | \$ 1,190.49  |                | FC   | Athletic Supplies                                 |
| P0139008 | B & H Photo Video Inc                                   | \$ 4,351.16  |                | FC   | Lighting Supplies                                 |
| P0139009 | Techsmith Corporation                                   | \$ 7,890.30  |                | FC   | Software  |
| P0139010 | Uline Inc   | \$ 3,785.14  |                | CC   | Instructional Supplies                            |
| P0139011 | Uline Inc   | \$ 2,979.35  |                | CC   | Storage Racks                                     |
| P0139012 | Uline Inc   | \$ 5,988.96  |                | CC   | Classroom Supplies                                |
| P0139013 | Carl Stanaway   | \$ 279.85    |                | FC   | Reimbursement for Instructional Materials         |
| P0139014 | Aaron Ong   | \$ 500.00    |                | CC   | Speaker for Science Technology                    |
| P0139015 | Getinge USA Sales LLC                                   | \$ 20,769.46 |                | FC   | Biology Lab Equipment                             |
| P0139016 | Cynthia Pepper  | \$ 400.00    |                | CC   | Guest Artist for the Theatre Department           |

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
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| PO       | VENDOR NAME                                   | AMOUNT        | FUND           | SITE | DESCRIPTION   |
|----------|---|---------------|----------------|------|---|
| P0139017 | Transportation Charter Services Inc           | \$ 820.00     |                | FC   | Transportation for FC Cadena Cultural Center        |
| P0139018 | National Restaurant Association Solutions LLC | \$ 345.22     |                | CC   | Instructional Supplies                              |
| P0139019 | Performance Health Supply Inc                 | \$ 454.24     |                | FC   | Hand Sanitizer                                      |
| P0139020 | Buddy's All Stars, Inc.                       | \$ 8,330.38   |                | FC   | Athletic Uniforms                                   |
| P0139021 | Performance Health Supply Inc                 | \$ 1,451.40   |                | FC   | Athletic Supplies                                   |
| P0139022 | B & H Photo Video Inc                         | \$ 3,707.82   |                | CC   | Photography Supplies                                |
| P0139023 | Buddy's All Stars, Inc.                       | \$ 3,480.35   |                | FC   | Athletic Supplies                                   |
| P0139024 | Jostens                                       | \$ 5,362.15   |                | FC   | Graduation Supplies                                 |
| P0139025 | Midwest Library Service                       | \$ 600.00     |                | FC   | Blanket Order for Instructional Materials           |
| P0139026 | Scantron Corporation                          | \$ 240.00     |                | NOCE | Software Renewal                                    |
| P0139027 | Canon Solutions America Inc                   | \$ 474.00     |                | AC   | Additional Tax Fees                                 |
| P0139028 | CDW Government Inc                            | \$ 168,498.00 |                | FC   | (200) Laptops for COVID piggyback National IPA+F256 |
| P0139029 | Zoe Nicholson                                 | \$ 1,500.00   |                | FC   | Performer Agreement                                 |
| P0139035 | Marx Bros Fire Extinguisher Co Inc            | \$ 150.00     |                | CC   | Fire Sprinkler Services                             |
| P0139036 | Postmaster - Cypress                          | \$ 240.00     |                | CC   | Post Office Permit                                  |
| P0139037 | GST   | \$ 2,509.50   |                | NOCE | (100) Headsets for Mobile Instruction COVID         |
| P0139038 | CSI Fullmer                                   | \$ 1,248.66   |                | FC   | Office Furniture                                    |
| P0139039 | Nth Generation Computing Inc                  | \$ 3,496.00   |                | FC   | Software License                                    |
| P0139040 | AT & T Inc                                    | \$ 16,000.00  | Capital Outlay | AC   | Network Diagnostic and Configuration Services @ AC  |
| P0139041 | Rachel Gelfeld                                | \$ 500.00     |                | FC   | Guest Artist  |
| P0139042 | Western Graphics Plus                         | \$ 937.16     |                | CC   | Table Drapes  |
| P0139043 | Fascella Finishes Inc                         | \$ 577.50     |                | FC   | Door Modification Services                          |
| P0139044 | American 3B Scientific                        | \$ 801.02     |                | FC   | Instructional Supplies                              |
| P0139045 | Assist Design                                 | \$ 2,688.68   |                | CC   | Graduation Sashes                                   |
| P0139046 | Marx Bros Fire Extinguisher Co Inc            | \$ 2,400.00   |                | AC   | Fire Sprinkler Services                             |
| P0139047 | Western Graphics Plus                         | \$ 485.85     |                | CC   | Table Drapes  |
| P0139048 | Stored Value Marketing                        | \$ 15,049.00  |                | CC   | Gas Cards for Students                              |
| P0139049 | Jane Ishibashi                                | \$ 49.00      |                | FC   | Reimbursement for Webinar                           |
| P0139050 | Monique Starkey                               | \$ 72.00      |                | FC   | Software Reimbursement                              |
| P0139051 | Techsmith Corporation                         | \$ 657.60     |                | FC   | Software  |
| P0139052 | Western Graphics Plus                         | \$ 255.42     |                | CC   | Table Drape   |
| P0139053 | Southern California Fitness Service           | \$ 996.56     |                | FC   | Fitness Equipment Repairs                           |
| P0139054 | CSI Fullmer                                   | \$ 41,944.93  |                | FC   | Furniture for the CalWORKs Office                   |
| P0139055 | Campus Bookstore Consulting                   | \$ 26,592.18  |                | FC   | Independent Contractor Agreement                    |
| P0139056 | B & H Photo Video Inc                         | \$ 9,700.39   |                | FC   | Photography Supplies                                |
| P0139057 | Sodexo Inc and Affiliates                     | \$ 1,625.79   |                | FC   | Catering for Counseling Department Mtg              |
| P0139058 | Amazon Business                               | \$ 637.84     |                | CC   | Instructional Supplies                              |
| P0139059 | JM & J Contractors                            | \$ 30,600.00  | Capital Outlay | AC   | Exterior Galvanized Ladders @ FC                    |
| P0139062 | Buddy's All Stars, Inc.                       | \$ 7,853.57   |                | FC   | Athletic Supplies                                   |
| P0139063 | Transportation Charter Services Inc           | \$ 886.00     |                | FC   | Transportation for Science Tech Field Trip          |
| P0139064 | Par Code Symbology Inc                        | \$ 671.50     |                | AC   | Fixed Asset Tags                                    |

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
**BOARD MEETING 5/12/20**

| PO       | VENDOR NAME                              | AMOUNT        | FUND | SITE | DESCRIPTION   |
|----------|--|---------------|------|------|---|
| P0139065 | California Metal X                       | \$ 1,000.00   |      | FC   | Blanket Order for Instructional Materials                   |
| P0139066 | Loda Enterprises Inc                     | \$ 2,000.00   |      | FC   | Blanket Order for Instructional Supplies                    |
| P0139067 | Sottile & Baltaxe                        | \$ 15,000.00  |      | AC   | Settlement  |
| P0139068 | CDW Government Inc                       | \$ 358,796.25 |      | FC   | (1500) Laptops for Student Use COVID piggyback National IPA |
| P0139069 | American System Integrators              | \$ 190.00     |      | NOCE | Equipment Repair  |
| P0139071 | Sew Vac Ltd                              | \$ 8,863.52   |      | CC   | Sewing Machines   |
| P0139072 | Pacific Coast Entertainment              | \$ 2,410.16   |      | FC   | Instructional Supplies                                      |
| P0139073 | Full Compass Systems Ltd                 | \$ 1,307.73   |      | CC   | Theater Supplies  |
| P0139074 | Anaheim Union High School District       | \$ 954.00     |      | FC   | Transportation Fees   |
| P0139075 | Phi Theta Kappa Internat'l Honor Society | \$ 2,295.00   |      | FC   | Membership Fees   |
| P0139076 | Airgas USA LLC                           | \$ 2,000.00   |      | FC   | Safety Supplies and Materials                               |
| P0139077 | Total Computing Solutions LLC            | \$ 3,791.56   |      | FC   | Software Maintenance and Setup                              |
| P0139078 | National Ladder & Scaffold Co Inc        | \$ 3,930.59   |      | CC   | Ladders for Theater and Dance Department                    |
| P0139079 | Fullerton Photographics                  | \$ 255.37     |      | AC   | Student Photo Shoot   |
| P0139080 | Airgas USA LLC                           | \$ 377.97     |      | AC   | Facilities Supplies for COVID                               |
| P0139081 | Airgas USA LLC                           | \$ 654.89     |      | NOCE | Safety Supplies   |
| P0139082 | CDW Government Inc                       | \$ 10,117.02  |      | FC   | Computer  |
| P0139083 | Amazon Business                          | \$ 495.10     |      | FC   | Theatre Supplies  |
| P0139084 | Scantron Corporation                     | \$ 5,966.75   |      | CC   | Scantron Scanner  |
| P0139085 | CDW Government Inc                       | \$ 4,479.63   |      | FC   | Computer  |
| P0139086 | Intellitext                              | \$ 500.00     |      | FC   | Blanket Order for Tutoring Offsite Services                 |
| P0139087 | Vance Hu                                 | \$ 1,300.00   |      | CC   | Guest Performer   |
| P0139088 | Robin Harrington                         | \$ 16,600.00  |      | CC   | Data Analysis for AC, CC and FC                             |
| P0139089 | Pilar Ellis                              | \$ 336.00     |      | FC   | Reimbursement for Student Supplies                          |
| P0139090 | West Coast Promo Resource                | \$ 353.05     |      | CC   | Graduation Pins   |
| P0139091 | American Printing & Promotions           | \$ 832.59     |      | FC   | Promotional Materials                                       |
| P0139092 | Gregory Flores                           | \$ 700.00     |      | CC   | Guest Artist for Graduation Ceremony                        |
| P0139093 | Qless Inc                                | \$ 28,102.55  |      | FC   | Financial Aid Interactive Remote Mobile Queuing             |
| P0139094 | Print Technology Solutions               | \$ 677.77     |      | FC   | Financial Aid Office Window Decals                          |
| P0139095 | Jesse Belsky                             | \$ 4,879.38   |      | FC   | Instructional Supplies                                      |
| P0139096 | Amazon Business                          | \$ 641.31     |      | FC   | Theatre Supplies  |
| P0139097 | Amazon Business                          | \$ 60.08      |      | FC   | Theatre Supplies  |
| P0139099 | KNN Public Finance LLC                   | \$ 4,925.00   |      | AC   | Continuing Disclosure Annual Report                         |
| P0139100 | Sodexo Inc and Affiliates                | \$ 53.85      |      | FC   | Catering for Women of Color Conference                      |
| P0139101 | Gorm Inc                                 | \$ 14,600.23  |      | FC   | Facilities Supplies   |
| P0139102 | Hospitality Online LLC                   | \$ 1,995.00   |      | CC   | Software License  |
| P0139103 | Division of the State Architect          | \$ 3,680.03   |      | NOCE | State Fees  |
| P0139104 | Ortiz Tractor Service                    | \$ 12,500.00  |      | FC   | Concrete Repair Work  |
| P0139105 | iT1 Source LLC                           | \$ 17,017.41  |      | NOCE | (10) Laptops with Accessories                               |
| P0139106 | Rotary Club of Cypress                   | \$ 1,200.00   |      | CC   | Membership  |
| P0139107 | Tony Quach                               | \$ 363.86     |      | FC   | Reimbursement   |

**BOARD RECAP**  
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| PO       | VENDOR NAME  | AMOUNT       | FUND           | SITE | DESCRIPTION                                   |
|----------|--|--------------|----------------|------|---|
| P0139108 | Transportation Charter Services Inc                    | \$ 870.00    |                | FC   | Student Transportation                        |
| P0139109 | B & H Photo Video Inc                                  | \$ 29,652.81 |                | FC   | Video Supplies                                |
| P0139110 | Westberg + White Inc                                   | \$ 22,240.00 | Bond           | AC   | Architecture and Engineering Services @ FC    |
| P0139111 | Sodexo Inc and Affiliates                              | \$ 2,142.49  |                | FC   | Catering for KinderCaminata Event             |
| P0139112 | Development Cubed Software Inc                         | \$ 6,825.00  |                | CC   | Software                                      |
| P0139113 | Courage to Learn Press                                 | \$ 1,508.50  |                | CC   | Textbooks                                     |
| P0139114 | Office Solutions                                       | \$ 2,500.00  |                | CC   | Blanket Order for Office Supplies             |
| P0139115 | The Myers-Briggs Company                               | \$ 195.00    |                | FC   | Software License                              |
| P0139116 | National Associated Colleges of Mortuary Science, Inc. | \$ 500.00    |                | CC   | Institutional Membership                      |
| P0139117 | Hardy Diagnostics                                      | \$ 1,098.75  |                | FC   | Lab Supplies                                  |
| P0139123 | Crescendo Interactive Inc                              | \$ 7,000.00  |                | AC   | GiftLegacy Pro Package Software Renewal       |
| P0139124 | VWR Funding Inc  | \$ 20,256.00 |                | CC   | Lab Equipment                                 |
| P0139125 | CSI Fullmer  | \$ 1,427.27  |                | NOCE | Office Supplies                               |
| P0139126 | Amazon Business  | \$ 109.71    |                | FC   | Lab Supplies                                  |
| P0139127 | Gorm Inc   | \$ 23,637.27 |                | CC   | (5) Disinfectant Sprayers with Supplies       |
| P0139128 | GST  | \$ 1,074.16  |                | CC   | (30) Computer Headsets for COVID              |
| P0139129 | Orange County Fire Protection                          | \$ 29,986.96 | Capital Outlay | AC   | Annual Fire Sprinkler Repairs throughout FC   |
| P0139130 | HealthFirst Medical Group of Santa Fe Springs          | \$ 80.00     |                | AC   | Respiratory Questionnaire Review              |
| P0139131 | Mity-Lite Inc  | \$ 3,791.46  |                | CC   | Theater Chairs                                |
| P0139135 | Albertsons's LLC                                       | \$ 11,637.50 |                | FC   | Grocery Store Gift Cards                      |
| P0139136 | CSI Fullmer  | \$ 2,478.31  |                | NOCE | Classroom Tables                              |
| P0139137 | African American Male Education Network and Developmer | \$ 300.00    |                | NOCE | Student Fee for A2Mend 13th Annual Conference |
| P0139138 | Westwood Power Tools Inc                               | \$ 5,679.05  |                | CC   | Power Tools                                   |
| P0139139 | The Oak Co   | \$ 6,594.00  |                | FC   | Class Schedules                               |
| P0139140 | Everest/Soady Company                                  | \$ 6,151.78  |                | CC   | Custom Backpacks                              |
| P0139141 | Print Technology Solutions                             | \$ 3,265.73  |                | FC   | Campus Signage                                |
| P0139142 | State of California                                    | \$ 3,566.00  |                | CC   | Radiation Tube Licensing Fees                 |
| P0139143 | CSI Fullmer  | \$ 999.16    |                | NOCE | Office Furniture                              |
| P0139144 | CDW Government Inc                                     | \$ 4,212.45  |                | FC   | (5) Laptops for COVID                         |
| P0139146 | Nth Generation Computing Inc                           | \$ 14,608.00 |                | AC   | Software License                              |
| P0139147 | Computerland of Silicon Valley                         | \$ 6,063.00  |                | AC   | Software License for COVID                    |
| P0139148 | Nth Generation Computing Inc                           | \$ 14,384.00 |                | AC   | Software License Renewals                     |
| P0139149 | Verizon Wireless LA                                    | \$ 523.61    |                | CC   | Staff Cellular Phone                          |
| P0139150 | The Oak Co   | \$ 2,263.50  |                | FC   | Class Schedules                               |
| P0139151 | Vocational Instruction and Software Inc                | \$ 1,499.75  |                | CC   | Software License for COVID                    |
| P0139152 | Vernes Plumbing Inc                                    | \$ 7,825.00  |                | CC   | Plumbing Repair Services                      |
| P0139153 | Sidepath Inc   | \$ 1,710.26  |                | CC   | (10) Computer Monitors                        |
| P0139154 | Certified Enterprises Inc                              | \$ 300.00    |                | CC   | Waste Pickup Services                         |
| P0139155 | Chefs Toys - Accusharp                                 | \$ 3,769.68  |                | CC   | Culinary Supplies                             |
| P0139156 | Rouxbe Video Technologies Inc                          | \$ 7,500.00  |                | CC   | Software License Renewal                      |
| P0139157 | Amazon Business  | \$ 2,095.15  |                | FC   | Instructional Supplies                        |

**BOARD RECAP**  
**FOR THE PERIOD MARCH 13, 2020, THROUGH APRIL 22, 2020**  
**BOARD MEETING 5/12/20**

| <b>PO</b> | <b>VENDOR NAME</b>                | <b>AMOUNT</b>          | <b>FUND</b> | <b>SITE DESCRIPTION</b>             |
|-----------|-----------------------------------|------------------------|-------------|-------------------------------------|
| P0139158  | Airgas USA LLC                    | \$ 27.74               |             | NOCE Office Supplies                |
| P0139159  | FTI Group                         | \$ 300.91              |             | NOCE Office Supplies                |
| P0139160  | National Ladder & Scaffold Co Inc | \$ 7,697.87            |             | CC Mechanical Lift                  |
| P0139161  | Automationdirect.com Inc          | \$ 4,302.41            |             | CC Instructional Supplies           |
| P0139162  | Campus Logic Inc                  | \$ 137,800.00          |             | FC Software License BA: 03/10/2020  |
| P0139163  | Launch Your Career                | \$ 2,000.00            |             | NOCE Speaker for Launch Your Career |
| P0139164  | MSC Industrial Supply Co Inc      | \$ 35,800.39           |             | FC Machining Equipment              |
| P0139165  | ABC School Equipment Inc          | \$ 980.63              |             | NOCE Classroom Supplies             |
| P0139166  | Sunbelt Rental Inc                | \$ 43,928.45           |             | CC Theater Lift                     |
| P0139167  | YBH Restaurants Inc               | \$ 1,021.47            |             | CC Catering for Division Luncheon   |
| P0139168  | Careeramerica LLC                 | \$ 24,250.00           |             | FC Financial Aid TV Services        |
| P0139174  | Airgas USA LLC                    | \$ 2,391.55            |             | AC Safe Supplies                    |
|           |                                   | <b>\$ 3,990,009.50</b> |             |                                     |

Approved by: \_\_\_\_\_  
Fred Williams, Vice Chancellor



**FUNDING SOURCE AND FINANCIAL IMPACT:** Various programs have received revised 2019-2020 allocations and amendments since the adoption of the District Proposed Budget on September 10, 2019 or subsequent adoption of new agreements by the Board. Budget adjustments are being submitted to revise revenue and expenditure budgets accordingly for the 2019-2020 fiscal year.

**RECOMMENDATION:** Authorization is requested to make adjustments to the General Fund revenue and expenditure budgets in accordance with the revised fiscal year 2019-2020 allocations. It is further requested that resolutions 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.

Fred Williams

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Recommended by

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Approved for Submittal

3.b.2

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Item No.



**Budget Adjustments (Board Date May 12, 2020)  
July 1, 2019 - June 30, 2020**

Note: All expenditure adjustments are being placed in one account for each program. Separate budget transfers will be processed to reallocate the adjustment amount to align with program plans.

| <u>Campus Fund</u>         | <u>Account Title</u>     | <u>Fund</u> | <u>Orqn</u> | <u>Account</u> | <u>Program</u> | <u>Acty</u> | <u>Locn</u> | <u>Adjustment</u> |
|----------------------------|--------------------------|-------------|-------------|----------------|----------------|-------------|-------------|-------------------|
| <b>General Fund (0101)</b> |                          |             |             |                |                |             |             |                   |
| CC ATE Grant               | Other Operating Expenses | 15502       | 2437        | 59000          | 6010           | 2318        |             | \$ (1,413.00)     |
| CC ATE Grant               | Federal Revenues         | 15502       | 2437        | 81900          | 6010           | 2318        |             | \$ (1,413.00)     |
| CC DSPS                    | Other Operating Expenses | 17610       | 3220        | 50000          | 6420           |             |             | \$ 11,577.00      |
| CC DSPS                    | State Revenues           | 17610       | 3220        | 86230          | 6420           |             |             | \$ 11,577.00      |
| CC SWP - Regional Fund     | Other Operating Expenses | 17250       | 3305        | 50000          | 6790           | 2328        |             | \$ 81,401.00      |
| CC SWP - Regional Fund     | State Revenues           | 17250       | 3305        | 86255          | 6790           | 2328        |             | \$ 81,401.00      |
| FC DSPS                    | Other Operating Expenses | 17620       | 6120        | 50000          | 6420           |             |             | \$ 6,873.00       |
| FC DSPS                    | State Revenues           | 17620       | 6120        | 86230          | 6420           |             |             | \$ 6,873.00       |
| FC SWP - Regional Fund     | Other Operating Expenses | 17270       | 5225        | 50000          | 6600           |             |             | \$ 138,112.00     |
| FC SWP - Regional Fund     | State Revenues           | 17270       | 5225        | 86255          | 6600           |             |             | \$ 138,112.00     |
| NOCE DSPS                  | Other Operating Expenses | 17630       | 8910        | 50000          | 6420           |             |             | \$ 4,611.00       |
| NOCE DSPS                  | State Revenues           | 17630       | 8910        | 86230          | 6420           |             |             | \$ 4,611.00       |



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |   |              |         |
|-----------------|---|--------------|---------|
| <b>TO:</b>      | BOARD OF TRUSTEES   | Action       | _____   |
|                 |   | Resolution   | _____   |
| <b>DATE:</b>    | May 12, 2020  | Information  | _____ X |
|                 |   | Enclosure(s) | _____ X |
| <b>SUBJECT:</b> | Quarterly Financial Status Report Ended<br>March 31, 2020 |              |         |

**BACKGROUND:** Pursuant to §58310 of Title 5 of the California Code of Regulations, the Chief Executive Officer of each community college district shall submit a report showing the financial and budgetary conditions of the district, including outstanding obligations, to the governing board on a quarterly basis.

The Chief Executive Officer of each community college district shall also prepare a quarterly report based on measurements and standards as established by the Board of Governors of the California Community Colleges and certified on forms provided by the State Chancellor. It is further required that this report be reviewed by the district governing board and entered into the minutes of a regularly scheduled meeting.

Accordingly, attached is the California Community Colleges Quarterly Financial Status Report form CCFS-311Q for the quarter ended March 31, 2020.

This agenda item was submitted by Kashmira Vyas, 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 item is submitted in accordance with Board Policy 6300, Fiscal Management.

**FUNDING SOURCE AND FINANCIAL IMPACT:** The State Chancellor's Office requires that the District file a quarterly financial status report known as the CCFS-311Q. This agenda item does not result in any financial impact to the District.

**RECOMMENDATION:** It is recommended that the Board review the District's Quarterly Financial Status Report for the quarter ended March 31, 2020, as required by §58310 of Title 5.

Fred Williams

3.c.1

Recommended by

Approved for Submittal

Item No.

CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-31 IQ

[VIEW QUARTERLY DATA](#)

**CHANGE THE PERIOD** ▼

Fiscal Year: 2019-2020

District: (860) NORTH ORANGE

Quarter Ended: (Q3) Mar 31, 2020

| Line | Description | As of June 30 for the fiscal year specified |                   |                   |                        |
|------|-------------|---|-------------------|-------------------|------------------------|
|      |             | Actual<br>2016-17                           | Actual<br>2017-18 | Actual<br>2018-19 | Projected<br>2019-2020 |

**I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

|           |   |             |             |             |                    |
|-----------|---|-------------|-------------|-------------|--------------------|
| <b>A.</b> | <b>Revenues:</b>  |             |             |             |                    |
| A.1       | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 221,215,270 | 230,355,433 | 244,818,724 | 232,724,819        |
| A.2       | Other Financing Sources (Object 8900)                         | 61,734,006  | 1,081,156   | 1,318,197   | 1,029,944          |
| A.3       | <b>Total Unrestricted Revenue (A.1 + A.2)</b>                 | 282,949,276 | 231,436,589 | 246,136,921 | 233,754,763        |
| <b>B.</b> | <b>Expenditures:</b>  |             |             |             |                    |
| B.1       | Unrestricted General Fund Expenditures (Objects 1000-6000)    | 266,941,933 | 208,361,366 | 223,669,028 | 236,509,611        |
| B.2       | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)      | 2,971,484   | 3,169,502   | 4,817,194   | 7,663,338          |
| B.3       | <b>Total Unrestricted Expenditures (B.1 + B.2)</b>            | 269,913,417 | 211,530,868 | 228,486,222 | 244,172,949        |
| C.        | <b>Revenues Over(Under) Expenditures (A.3 - B.3)</b>          | 13,035,859  | 19,905,721  | 17,650,699  | <b>-10,418,186</b> |
| <b>D.</b> | <b>Fund Balance, Beginning</b>                                | 46,128,360  | 59,164,219  | 79,069,940  | 96,720,639         |
| D.1       | Prior Year Adjustments + (-)                                  | 0           | 0           | 0           | 0                  |
| D.2       | <b>Adjusted Fund Balance, Beginning (D + D.1)</b>             | 46,128,360  | 59,164,219  | 79,069,940  | 96,720,639         |
| <b>E.</b> | <b>Fund Balance, Ending (C. + D.2)</b>                        | 59,164,219  | 79,069,940  | 96,720,639  | 86,302,453         |
| F.1       | Percentage of GF Fund Balance to GF Expenditures (E. / B.3)   | 21.9%       | 37.4%       | 42.3%       | 35.3%              |

**II. Annualized Attendance FTES:** This data is being captured in CCFS-320 and is no longer required here.

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| G.1 | Annualized FTES (excluding apprentice and non-resident) |  |  |  |  |
|-----|---|--|--|--|--|

| III. Total General Fund Cash Balance (Unrestricted and Restricted) |                                | As of the specified quarter ended for each fiscal year |            |            |             |
|--|--------------------------------|--|------------|------------|-------------|
|  |                                | 2016-17  | 2017-18    | 2018-19    | 2019-2020   |
| H.1  | Cash, excluding borrowed funds |  | 86,180,980 | 94,619,436 | 104,791,119 |
| H.2  | Cash, borrowed funds only      |  | 0          | 0          | 0           |
| H.3  | Total Cash (H.1+ H.2)          | 63,806,781   | 86,180,980 | 94,619,436 | 104,791,119 |

**IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:**

| Line | Description   | Adopted Budget (Col. 1) | Annual Current Budget (Col. 2) | Year-to-Date Actuals (Col. 3) | Percentage (Col. 3/Col. 2) |
|------|---|-------------------------|--------------------------------|-------------------------------|----------------------------|
| I.   | <b>Revenues:</b>  |                         |                                |                               |                            |
| I.1  | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 232,698,719             | 232,724,819                    | 146,504,485                   | 63%                        |
| I.2  | Other Financing Sources (Object 8900)                         | 1,029,944               | 1,029,944                      | 2,000,007                     | 194.2%                     |
| I.3  | <b>Total Unrestricted Revenue (I.1 + I.2)</b>                 | 233,728,663             | 233,754,763                    | 148,504,492                   | 63.5%                      |
| J.   | <b>Expenditures:</b>  |                         |                                |                               |                            |
| J.1  | Unrestricted General Fund Expenditures (Objects 1000-6000)    | 235,971,115             | 236,509,611                    | 160,104,770                   | 67.7%                      |
| J.2  | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)      | 7,721,249               | 7,663,338                      | 4,064,154                     | 53%                        |
| J.3  | <b>Total Unrestricted Expenditures (J.1 + J.2)</b>            | 243,692,364             | 244,172,949                    | 164,168,924                   | 67.2%                      |
| K.   | <b>Revenues Over(Under) Expenditures (I.3 - J.3)</b>          | <b>-9,963,701</b>       | <b>-10,418,186</b>             | <b>-15,664,432</b>            |                            |
| L    | Adjusted Fund Balance, Beginning                              | 96,720,639              | 96,720,639                     | 96,720,639                    |                            |
| L.1  | <b>Fund Balance, Ending (C. + L.2)</b>                        | 86,756,938              | 86,302,453                     | 81,056,207                    |                            |
| M    | Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)  | 35.6%                   | 35.3%                          |                               |                            |

V. Has the district settled any employee contracts during this quarter?

NO

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

| Contract Period Settled<br>(Specify)<br>YYYY-YY | Management          |     | Academic            |     |                     |     | Classi |
|---|---------------------|-----|---------------------|-----|---------------------|-----|--------|
|   | Total Cost Increase | % * | Permanent           |     | Temporary           |     |        |
|   |                     |     | Total Cost Increase | % * | Total Cost Increase | % * |        |
| <b>a. SALARIES:</b>                             |                     |     |                     |     |                     |     |        |
| Year 1:   |                     |     |                     |     |                     |     |        |
| Year 2:   |                     |     |                     |     |                     |     |        |
| Year 3:   |                     |     |                     |     |                     |     |        |
| <b>b. BENEFITS:</b>                             |                     |     |                     |     |                     |     |        |
| Year 1:   |                     |     |                     |     |                     |     |        |
| Year 2:   |                     |     |                     |     |                     |     |        |
| Year 3:   |                     |     |                     |     |                     |     |        |

\* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

d. Did any contracts settled in this time period cover part-time, temporary faculty?

NO

d.1

Does the contract include minimum standards for the terms of reemployment preference and evaluation for part-time, temporary faculty in order to remain eligible to receive Student Equity and Achievement Program funds\*?

NO

d.2

Does the collective bargaining agreement achieve parity between compensation for full-time and part-time, temporary faculty?

NO

*\*As a condition for receiving Student Equity and Achievement Program funds, negotiations between districts and the exclusive representative for part-time, temporary faculty must include minimum standards for the terms of reemployment preference and evaluation as outlined in Education Code section 87482.3. Education Code section 78222(d)(2) links the negotiation requirement to the receipt of funds for the Student Equity and Achievement Program.*

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed?

This year?  
Next year?

YES  
YES

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

Concerned with the impacts of COVID-19 on the State Budget.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |  |              |       |
|-----------------|--|--------------|-------|
| <b>TO:</b>      | BOARD OF TRUSTEES  | Action       | _____ |
|                 |  | Resolution   | _____ |
| <b>DATE:</b>    | May 12, 2020   | Information  | X     |
|                 |  | Enclosure(s) | X     |
| <b>SUBJECT:</b> | Quarterly Investment Report and Irrevocable Retiree Benefits Trust Report as of March 31, 2020 |              |       |

**BACKGROUND:** Information is being presented to the Board on the status of the District's investments as well as the status of the assets in the Irrevocable Retiree Benefits Trust.

## Quarterly Investment Report

The Quarterly Investment Report for the quarter ended March 31, 2020, is submitted for the District's funds in accordance with Section 53646 (b) of the Government Code. During the quarter, there has been no change to Board Policy 6320, Investments.

1. **The Orange County Treasurer's Money Market Educational Investment Pool.** As of March 31, 2020, the District had **\$409,079,178.68** on deposit. The total of the Orange County Treasurer's Combined Educational Investment Pool, at net book value, was **\$5,050,396,777** and the market value was **\$5,101,483,962**. This represents an unrealized gain for accounting purposes of approximately 1.01%, which equates to **\$4,138,032.04** for the District. This paper gain is the result of a decrease in interest rates, which caused the values to increase. The average net interest rate for the quarter ended March 31, 2020, was 1.93%. Net interest earned for the quarter totaled **\$2,039,584.03**.
2. **Cypress College and Fullerton College Investments.** As of March 31, 2020, the colleges' investments total **\$1,999,472.98**. This amount was invested in certificates of deposit with the interest rates varying from **1.40%** to **3.00%**.

Investments in the Orange County Treasurer's Money Market Educational Investment Pool and the Cypress and Fullerton Colleges' investments meet the standards of Board Policy 6320, Investments.

## Irrevocable Retiree Benefits Trust Report

Starting in fiscal year 2017, after approval of action by the Board, the District began moving funds to its Irrevocable Retiree Benefits Trust ("Trust"). Investments of the Trust are made within the investment policy approved by the Retirement Board established for the Trust.

For the quarter ended March 31, 2020, the portfolio value changed from **\$110,284,260.48** to **\$94,411,251.23**, a change in value of **-\$15,873,009.25**. No contributions or withdrawals were made during this quarter. The time weighted return net of fees was **-14.39%** quarter-to-date and **3.26%** inception-to-date. Our portfolio is tracking similar to the stock market. Based on the advice of our investment advisor, the retirement board has recommended to continue with the current investment strategy.

This agenda item was submitted by Kashmira Vyas, 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 item is submitted in accordance with Board Policy 6320, Investments.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Interest earnings can be used for purposes specified within the funds where they are earned.

**RECOMMENDATION:** It is recommended that the Board receive the Quarterly Investment Report and the Irrevocable Retiree Benefits Trust Report for the quarter ended March 31, 2020.

Fred Williams

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Recommended by

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Approved for Submittal

3.d.2

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Item No.

**Cash in County Treasury**  
As of March 31, 2020

|                            |                          |
|----------------------------|--------------------------|
| General Fund               | \$ 104,791,118.74        |
| Child Development Fund     | 29,211.34                |
| FC Bursar Fund             | 3,280,829.09             |
| CC Bursar Fund             | 1,088,590.80             |
| Capital Outlay Fund        | 60,740,513.73            |
| Self Insurance Fund        | 30,893,229.65            |
| Retiree Benefit Fund       | 1,324,836.00             |
| Student Financial Aid Fund | 6,090,047.76             |
| Bond Fund                  | 200,840,801.57           |
| Total                      | <u>\$ 409,079,178.68</u> |

**ORANGE COUNTY TREASURER-TAX COLLECTOR**  
**INVESTMENT POOL STATISTICS**  
 FOR THE MONTH AND QUARTER ENDED: March 31, 2020

**INVESTMENT STATISTICS - By Investment Pool<sup>(1)</sup>**

| DESCRIPTION  | CURRENT BALANCES                       | Average Days to Maturity | Daily Yield as of 3/31/2020 | MONTHLY Gross Yield | QUARTER Gross Yield | Current NAV |
|--|--|--------------------------|-----------------------------|---------------------|---------------------|-------------|
| <b>COMBINED POOL BALANCES (includes the Extended Fund)</b> |  |                          |                             |                     |                     |             |
| Orange County Investment Pool (OCIP)                       | MARKET Value \$ 5,061,152,253          | 294                      | 1.73%                       | 1.80%               | 1.92%               | 1.0086      |
|  | COST (Capital) \$ 5,013,025,844        |                          |                             |                     |                     |             |
|  | MONTHLY AVG Balance \$ 4,770,518,871   |                          |                             |                     |                     |             |
|  | QUARTERLY AVG Balance \$ 4,697,520,599 |                          |                             |                     |                     |             |
|  | BOOK Value \$ 5,017,857,275            |                          |                             |                     |                     |             |
| Orange County Educational Investment Pool (OCEIP)          | MARKET Value \$ 5,101,483,962          | 352                      | 1.86%                       | 1.92%               | 1.99%               | 1.0101      |
|  | COST (Capital) \$ 5,045,109,129        |                          |                             |                     |                     |             |
|  | MONTHLY AVG Balance \$ 5,090,799,256   |                          |                             |                     |                     |             |
|  | QUARTERLY AVG Balance \$ 5,393,739,257 |                          |                             |                     |                     |             |
|  | BOOK Value \$ 5,050,396,777            |                          |                             |                     |                     |             |

**INVESTMENT STATISTICS - Non-Pooled Investments<sup>(2)</sup>**

| DESCRIPTION                | CURRENT BALANCE                      | INVESTMENT BALANCES AT COST                        |
|----------------------------|--------------------------------------|--|
| <b>Specific Investment</b> |                                      |  |
| <b>Funds:</b>              |                                      |  |
| 283, FVSD, CCCD            | MARKET Value \$ 113,363,365          | John Wayne Airport Investment Fund 53,066,013      |
|                            | COST (Capital) \$ 109,247,859        | Fountain Valley School District Fund 40 34,677,636 |
|                            | MONTHLY AVG Balance \$ 109,104,124   | CCCD Series 2017E Bonds 21,504,210                 |
|                            | QUARTERLY AVG Balance \$ 108,839,773 |  |
|                            | BOOK Value \$ 109,044,813            |  |
|                            |                                      | \$ 109,247,859                                     |

**MONTH END TOTALS**

| INVESTMENTS & CASH                            |                   | INVESTMENTS & CASH                |                   |
|---|-------------------|-----------------------------------|-------------------|
| <b>COUNTY MONEY MARKET FUND (OCMMF)</b>       |                   |                                   |                   |
| County Money Market Fund                      | \$ 1,417,392,883  | OCIP                              | \$ 5,057,877,893  |
| County Cash & Cash Equivalent                 | 44,852,049        | OCEIP                             | 5,082,619,630     |
| <b>EXTENDED FUND</b>                          | 8,022,226,415     | Specific Investment Funds         | 109,247,859       |
| <b>EDUCATIONAL MONEY MARKET FUND (OCEMMF)</b> |                   |                                   |                   |
| Educational Money Market Fund                 | 618,515,675       | Non-Pooled Cash & Cash Equivalent | 21,733,111        |
| Educational Cash & Cash Equivalent            | 37,510,501        |                                   |                   |
| <b>NON-POOLED INVESTMENTS</b>                 |                   |                                   |                   |
| Non-Pooled Investments @ Cost                 | 109,247,859       |                                   |                   |
| Non-Pooled Cash & Cash Equivalent             | 21,733,111        |                                   |                   |
|   | \$ 10,271,478,493 |                                   | \$ 10,271,478,493 |

**KEY POOL STATISTICS**

| INTEREST RATE YIELD                      |       | WEIGHTED AVERAGE MATURITY (WAM) |    |
|--|-------|---------------------------------|----|
| OCMMF - MONTHLY GROSS YIELD              | 1.28% | OCMMF                           | 30 |
| OCEMMF - MONTHLY GROSS YIELD             | 1.22% | OCEMMF                          | 27 |
| JOHN WAYNE AIRPORT - MONTHLY GROSS YIELD | 1.47% | JOHN WAYNE AIRPORT WAM          | 80 |
| OCIP - YTD NET YIELD <sup>(3)</sup>      | 2.03% | LGIP WAM (Standard & Poors)     | 39 |
| OCEIP - YTD NET YIELD <sup>(3)</sup>     | 2.08% |                                 |    |
| 90-DAY T-BILL YIELD - MONTHLY AVERAGE    | 0.19% |                                 |    |

**ORANGE COUNTY TREASURER-TAX COLLECTOR**  
**INVESTMENT POOL STATISTICS**  
 FOR THE MONTH AND QUARTER ENDED: March 31, 2020

**INVESTMENT STATISTICS - By Investment Fund**

| DESCRIPTION                                   | CURRENT BALANCES                       | Average Days to Maturity | Daily Yield as of 3/31/2020 | MONTHLY Gross Yield | QUARTER Gross Yield | Current NAV |
|---|--|--------------------------|-----------------------------|---------------------|---------------------|-------------|
| <u>County Money Market Fund (OCMMF)</u>       | MARKET Value \$ 1,420,105,093          | 30                       | 0.94%                       | 1.28%               | 1.46%               | 1.0014      |
|   | COST (Capital) \$ 1,417,392,883        |                          |                             |                     |                     |             |
|   | MONTHLY AVG Balance \$ 1,183,234,376   |                          |                             |                     |                     |             |
|   | QUARTERLY AVG Balance \$ 1,062,600,266 |                          |                             |                     |                     |             |
|   | BOOK Value \$ 1,418,094,223            |                          |                             |                     |                     |             |
| <u>Educational Money Market Fund (OCEMMF)</u> | MARKET Value \$ 618,980,965            | 27                       | 0.54%                       | 1.22%               | 1.46%               | 1.0004      |
|   | COST (Capital) \$ 618,515,675          |                          |                             |                     |                     |             |
|   | MONTHLY AVG Balance \$ 462,670,225     |                          |                             |                     |                     |             |
|   | QUARTERLY AVG Balance \$ 626,326,904   |                          |                             |                     |                     |             |
|   | BOOK Value \$ 618,718,756              |                          |                             |                     |                     |             |
| <u>Extended Fund</u>                          | MARKET Value \$ 8,123,550,157          | 398                      | 1.99%                       | 2.02%               | 2.09%               | 1.0115      |
|   | COST (Capital) \$ 8,022,226,415        |                          |                             |                     |                     |             |
|   | MONTHLY AVG Balance \$ 8,215,413,526   |                          |                             |                     |                     |             |
|   | QUARTERLY AVG Balance \$ 8,402,332,686 |                          |                             |                     |                     |             |
|   | BOOK Value \$ 8,031,441,073            |                          |                             |                     |                     |             |

**ALLOCATION OF EXTENDED FUND**

|   |  |     |       |       |       |        |
|---|--|-----|-------|-------|-------|--------|
| <u>Extended Fund</u><br><u>OCIP Share</u> | MARKET Value \$ 3,641,047,160          | 398 | 1.99% | 2.02% | 2.09% | 1.0115 |
|   | COST (Capital) \$ 3,595,632,961        |     |       |       |       |        |
|   | MONTHLY AVG Balance \$ 3,587,284,495   |     |       |       |       |        |
|   | QUARTERLY AVG Balance \$ 3,634,920,333 |     |       |       |       |        |
|   | BOOK Value \$ 3,599,763,052            |     |       |       |       |        |
| <u>OCEIP Share</u>                        | MARKET Value \$ 4,482,502,997          | 398 | 1.99% | 2.02% | 2.09% | 1.0115 |
|   | COST (Capital) \$ 4,426,593,454        |     |       |       |       |        |
|   | MONTHLY AVG Balance \$ 4,628,129,031   |     |       |       |       |        |
|   | QUARTERLY AVG Balance \$ 4,767,412,353 |     |       |       |       |        |
|   | BOOK Value \$ 4,431,678,021            |     |       |       |       |        |
| <u>Modified Duration</u>                  |  |     |       |       |       | 1.07   |

- (1) The Combined Pool Balances include the County and Educational Money Market Funds and their respective portions of the Extended Fund.
- (2) Specific non-pooled investments are reported in compliance with Government Code Section 53646 (b)(1). Detailed descriptions are included in the inventory listing in Section VII of this report.
- (3) The Net Yield differs from the Monthly Gross Yield as it includes the deduction of the Investment Administrative Fee.

**CYPRESS COLLEGE INVESTMENTS  
MONTH ENDING March 31, 2020**

| <i>FUND</i>                              | <i>TYPE</i>                    | <i>ISSUER</i>   | <i>MATURITY DATE</i> | <i>DOLLAR VALUE</i>           | <i>INTEREST RATE</i> |
|--|--------------------------------|-----------------|----------------------|-------------------------------|----------------------|
| <i>Bursar's Office (6 mos - 2 years)</i> | CD # OBP-774145                | Union Banc      | 9/27/2020            | \$ 800,000.00                 | 1.85%-2.00%          |
| <i>(3 years)</i>                         | CD # 911593-41                 | Schools 1st FCU | 1/22/2023            | \$ 109,667.93                 | 2.270%               |
| <i>(3 years)</i>                         | CD # 0092620172-1000           | East West Bank  | 9/25/2020            | \$ 260,933.77                 | 1.400%               |
| <i>(3 years)</i>                         | CD # 920880751-293841          | NuVision FCU    | 1/22/2020            | \$ 273,018.83                 | 2.450%               |
| <i>Total Bursar Investments</i>          |                                |                 |                      | <u>\$ 1,443,620.53</u>        |                      |
| <i>Associated Students</i>               | CD # 911593-40<br>(3 Years CD) | Schools 1st FCU | 10/8/2022            | \$ 164,492.43                 | 2.47%                |
| <i>Total Associated Students</i>         |                                |                 |                      | <u>\$ 164,492.43</u>          |                      |
| <i>Total Investments</i>                 |                                |                 |                      | <u><u>\$ 1,608,112.96</u></u> |                      |

Note: \$1,000,000 invested in OC Investment Pool through District

**Fullerton College  
Investment Report  
For Period Ended 3/31/20**

| Fund            | Investment<br>Type | Issuer                             | Interest<br>Rate | Maturity<br>Date | Estimated<br>Value          |
|-----------------|--------------------|------------------------------------|------------------|------------------|-----------------------------|
| Assoc. Students | CD                 | Schools First Federal Credit Union | 3.000            | 8/13/2024        | 144,884.91                  |
| Assoc. Students | CD                 | Schools First Federal Credit Union | 2.250            | 8/2/2022         | 106,124.67                  |
| Bursar          | CD                 | Schools First Federal Credit Union | 2.250            | 9/14/2020        | 107,371.83                  |
| Assoc. Students | CD                 | Schools First Federal Credit Union | 2.150            | 9/14/2020        | 32,978.61                   |
|                 |                    |                                    |                  |                  | <b><u>\$ 391,360.02</u></b> |

Note: \$3,000,000 invested with County Department of Education (with interest accrued)

Irrevocable Retiree Benefits Trust  
Performance Report  
Quarter Ended 3/31/20

|                                | <u>Quarter ended<br/>3/31/20</u> |
|--------------------------------|----------------------------------|
| Portfolio Value as of 12/31/19 | \$ 110,284,260.48                |
| Contributions                  |                                  |
| Withdrawals                    |                                  |
| Change in Market Value         | (16,148,864.12)                  |
| Income Received                | 374,863.97                       |
| Portfolio Fees                 | <u>(99,009.11)</u>               |
| Portfolio Value on 3/31/20     | <u><u>\$ 94,411,251.23</u></u>   |
| <br>                           |                                  |
| Portfolio Value on 4/30/20     | \$ 100,082,083.79                |

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action  X   
**DATE:** May 12, 2020 Resolution \_\_\_\_\_  
Information \_\_\_\_\_  
**SUBJECT:** Release of Committed Fund Balance for Enclosure(s) \_\_\_\_\_  
STRS and PERS Rate Increases

**BACKGROUND:** At the May 10, 2016 Board meeting, the Board approved committing \$6,337,728 for future STRS and PERS rate increases from a base augmentation received as part of the District's apportionment. These funds are being held in a designated district fund within the general fund.

In the preparation of the current fiscal year's budget we had assessed that the majority of the known increases appear to have been absorbed and we expected to take action to release these committed funds to make them available towards one-time funding allocations. Several factors, including the new Student-Centered Funding Formula and reductions in the rates resulting from State action, were considered in that analysis. Therefore, we are now proposing to release these previously committed funds.

This agenda item was submitted by Kashmira Vyas, 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:** No additional funds are being received. Funding source is within the General Fund, specifically from designated funds to carryover funds.

**RECOMMENDATION:** Authorization is requested to release the committed fund balance of \$6,337,728 set aside for future STRS and PERS rate increases and to make these funds available for one-time funding allocations.

Fred Williams

3.e

Recommended by

Approved for Submittal

Item No.



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |   |              |                   |
|-----------------|---|--------------|-------------------|
| <b>TO:</b>      | BOARD OF TRUSTEES                                     | Action       | <u>    X    </u>  |
|                 |   | Resolution   | <u>          </u> |
| <b>DATE:</b>    | May 12, 2020  | Information  | <u>          </u> |
|                 |   | Enclosure(s) | <u>    X    </u>  |
| <b>SUBJECT:</b> | Education Protection Account Funding and Expenditures |              |                   |

**BACKGROUND:** Proposition 30, The Schools and Local Public Safety Protection Act of 2012 passed in November 2012. This proposition temporarily raised the sales and use tax by .25 cents and raised the income tax rate for high income earners to fund an Education Protection Account (EPA) in order to provide continuing funding for local school districts and community colleges. While the sales tax portion phased out December 31, 2016, the income tax portion continued through the end of 2018. Proposition 55, Extension of the Proposition 30 Income Tax Increase, passed in 2016 and continues to apply additional income tax rates to income above certain levels (\$263,000 for single filers and \$526,000 for joint filers). This increased income tax rate on high income earners having been extended, will be in effect from January 1, 2019, through the end of 2030.

Proposition 55 also continues the requirements on the use and reporting of funds established in Proposition 30. Accordingly, a community college district has the sole authority to determine how the moneys received from the EPA are spent, provided that the governing board shall make these spending determinations in open session of a public meeting of the governing board and shall not use any of the funds from the EPA for administrative salaries and benefits or any other administrative costs. Furthermore, each community college district receiving funds shall annually publish on its internet web site an accounting of how much money was received from the EPA and how that money was spent. Additionally, the annual independent financial and compliance audit required of community colleges shall ascertain and verify whether the funds provided from the EPA have been properly disbursed and expended as required by law. Expenses incurred to comply with these additional audit requirements may be paid from the EPA.

The District received the State Apportionment report that provided an estimate of \$33,008,505 that the District may receive from EPA funds.

Since the District now has the information needed to make a spending determination, the District is submitting this agenda item to comply with the Proposition 55 provision requiring the governing board to make the spending determination in an open session of a public meeting of the governing board. The estimated EPA funds that the District will receive are \$33,008,505 and the entire amount will be spent on instructional salaries. The EPA funds are NOT additional funds but rather are components of the "computational revenue" calculation.

The attached form identifies this \$33,008,505 as estimated proceeds from the EPA and the District's intent to use these funds to partially fund instructional salaries. A final accounting of how much money was received from the Education Protection Account and how that

money was spent will be published on the District's internet web site to meet the website posting requirements and will also be audited as part of the District's annual financial and compliance audit.

This agenda item was submitted by Kashmira Vyas, 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:** Not applicable.

**FUNDING SOURCE AND FINANCIAL IMPACT:** None. The EPA funds are NOT additional funds but rather are components of the "computational revenue" calculation.

**RECOMMENDATION:** Authorization is requested to use the estimated \$33,008,505 of Education Protection Account proceeds resulting from the passage of Proposition 55 to partially fund instructional salaries and benefits.

Fred Williams

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Recommended by

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Approved for Submittal

3.f.2

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Item No.

**North Orange County Community College District**  
**Education Protection Account Proposed Spending Determination**  
**Budget Year 2019-20**

|                       |            |
|-----------------------|------------|
| EPA Estimated Revenue | 33,008,505 |
|-----------------------|------------|

| Activity Classification  | Activity Code | Salaries and Benefits | Operating Expenses | Capital Outlay | Unrestricted General Fund |
|--------------------------|---------------|-----------------------|--------------------|----------------|---------------------------|
|                          |               | (Obj 1000-3000)       | (Obj 4000-5000)    | (Obj 6000)     | Total                     |
| Instructional Activities | 0100-5900     | 33,008,505            | 0                  | 0              | 33,008,505                |
| TOTAL                    |               | 33,008,505            | 0                  | 0              | 33,008,505                |

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** May 12, 2020  
**SUBJECT:** Destruction of Class 3 Disposable  
Records

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

**BACKGROUND:** The District periodically destroys nonessential records such as quotations, bid recaps, etc., that are no longer of value or have no legal consequence as part of a routine records management procedure. The District has reviewed the classification of documents and in compliance with Title 5, §59020 of the California Administrative Code, has identified those documents that may now be destroyed. Board approval is required prior to the destruction of the records indicated on the attached inventory.

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:** Actual costs will be charged to applicable funds as goods and/or services are received.

**RECOMMENDATION:** Authorization is requested for the disposal of Class 3 Disposable Records after July 1, 2020, from the District's Business Office, and the respective Bursar's Office of Cypress and Fullerton colleges and North Orange Continuing Education as listed on the attached inventory pursuant to Title 5, §59020 of the California Administrative Code.

Fred Williams

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Recommended by

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Approved for Submittal

3.g.1

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Item No.

CLASS 3 DISPOSABLE RECORDS  
DESTROY AFTER JULY 1, 2020

Anaheim Campus

|                                     |           |
|-------------------------------------|-----------|
| Warrant Registers                   | 2014-2015 |
| Journal Entries and Bank Statements | 2014-2015 |
| Warrants                            | 2014-2015 |
| County Ledgers                      | 2014-2015 |
| Classified Timecards and Timesheets | 2014-2015 |
| Invoices                            | 2014-2015 |
| Miscellaneous                       | 2014-2015 |
| Cash Receipts                       | 2014-2015 |
| Certificated Timecards              | 2014-2015 |
| Bid Recaps                          | 2014-2015 |
| Purchase Orders                     | 2014-2015 |
| Purchase Requisitions               | 2014-2015 |
| Quotations                          | 2014-2015 |
| Warehouse Picking Tickets           | 2014-2015 |
| Warehouse Stock Records             | 2014-2015 |

Campus Bursar Office

|   |           |
|---|-----------|
| Bank Statements and Reconciliations with Checks | 2014-2015 |
| Journal Entries                                 | 2014-2015 |
| Cash Receipts and Reconciliations               | 2014-2015 |
| Purchase Orders and Requisitions                | 2014-2015 |
| Cash Register Tapes and Reconciliations         | 2014-2015 |

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action     X      
**DATE:** May 12, 2020 Resolution             
Information             
**SUBJECT:** Cypress College Request for Naming Enclosure(s)           

**BACKGROUND:** In 2016, Cypress College Photography instructor, Cliff Lester began professionally displaying his photographs of Holocaust survivors on the second floor of the Cypress College Student Services building. This gallery contains a comprehensive selection of portraits Professor Clifford Lester has captured of Holocaust Survivors, the majority of which were photographed during his Sabbatical period of research. Included along with each survivor's image is a story related to his experience photographing these incredible people. Visitors can learn about their astounding bravery, life changing experiences, and powerful stories, which are often so relevant to the times we are in today. Their testimonies compel us to embrace the diversity around us and encourage us to accept all those in our lives without prejudice.

Clifford's mother, Ursula Lowenbach Foster, a Holocaust survivor, spent her life honoring the memory of her brother, Ernest, who was killed in Auschwitz, and dedicating her life to demonstrating to the world that life was something to be grateful for, something to celebrate. In honor of his mother, Clifford was inspired to photograph Holocaust survivors across our state and most of the participants have also been part of our annual Yom HaShoah event each year. Cypress College has been the grateful recipient of this Holocaust Memorial Gallery.

The North Orange County Community College District AP 6620 identifies the terms for Naming Facilities & Properties; in order to name a classroom or facility, there is a request for naming rights of \$5,000. The Foster family is currently making donations to the college for scholarships and Holocaust education in the form of cash and in-kind materials of more than \$50,000 to justify the fiduciary requirement. The Cypress College Foundation recommends naming the existing hallway gallery on the second floor of the Student Services Building at Cypress College, the Ursula Lowenbach Foster Holocaust Memorial Gallery.

This agenda item is being submitted by Howard Kummerman Executive Director, Foundation, Cypress College.

**How does this relate to the five District Strategic Directions?** This request relates to District Strategic # 1 and 3, Student Success and Strong Community Connections, and Directions. Aside from the monetary benefit to Cypress College students in the form of scholarships, the Holocaust Memorial Gallery will continue to bring prominence to the college and recognition to students and the community.

**How does this relate to Board Policy:** This item is submitted in accordance with Board Policy 3820, Gifts and Donations and AP 6620 Naming Facilities and Properties.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Cliff Lester and family donate \$1,000 per year for the Ursula Lowenback Foster Memorial Scholarship and have made a \$40,000 Legacy Society Commitment to the Cypress College Foundation. The donor and Cypress College Foundation will provide funding for materials necessary for donor recognition at the naming site.

**RECOMMENDATION:** It is recommended that the Board allow the Cypress College Foundation to name the existing hallways and gallery on the second floor of the Student Services Building at Cypress College, the Ursula Lowenback Foster Holocaust Memorial Gallery.

Fred Williams

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Recommended by

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Approved for Submittal

3.h.2

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action     X      
**DATE:** May 12, 2020 Resolution             
**SUBJECT:** Change Order #01-ABB, Inc. Information             
Allana Buick & Bers, Inc. Consulting Enclosure(s)             
Services Proposal Above-Grade Building  
Enclosure Systems New Science,  
Engineering, and Mathematics (SEM)  
Building

**BACKGROUND:** Cypress College is currently under construction of a new 106,023 GSF Science, Engineering, and Math (SEM) Building. This critical project will provide a model learning environment for Science, Engineering, and Mathematics programs with 21 lecture and 23 lab classrooms, an Immersive Digital Classroom (IDC), and an incinerator for the Mortuary Science Program with a goal of increasing student achievement and learning outcomes.

LPA, Inc. is the Architect of Record, Sundt Construction is the Construction Manager, and Vital Inspection Services Inc. (VIS) is the DSA Inspector of Record for this project.

On September 24, 2019, the Board awarded a contract to Allana, Buick, & Bers, Architectural Engineers (AABAE) as the project's Building Enclosure Consultant in the amount of \$220,600. The College is requesting additional services from ABBAE, in the amount of \$158,600 to provide third-party peer review and consulting services for the following enclosure systems:

- Roofing Systems (Including Domed IDC Roofing)
- Exterior Façade and Cladding Systems
- Rainscreen System
- Glazing and Fenestration Integrations (Including for Greenhouse Glazing, Operable Bi-Folding Glass Wall, and Storefront Systems)
- Elevated Pedestrian Walkway Waterproofing
- Outdoor Stair Waterproofing

These additional services will increase the total value of the contract to \$379,200. This contract increase is within the current allocated budget for project professional services.

This agenda item was prepared by Alex Porter, Vice President of Administrative Services at Cypress College.

**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 and 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 6340, Bids and Contracts.

**FUNDING SOURCE AND FINANCIAL IMPACT:** This change order is within the original project budget and will be funded by Measure J.

**RECOMMENDATION:** It is recommended that the Board approve Change Order #01 to increase the contract with Allana, Buick, & Bers, Inc. by \$158,600, for a total revised value of \$379,200, to provide additional professional services for Project #2016-13. Authorization is further requested for the Vice Chancellor, Finance and Facilities, or District Director, Purchasing, to amend the agreements on behalf of the District.

Fred Williams

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Recommended by

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Approved for Submittal

3.i.2

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** New Fullerton College Institutional  
Membership with Online Learning  
Consortium (OLC) Organization

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

**BACKGROUND:** This membership would allow Fullerton College to become a member of the Online Learning Consortium (OLC) organization. The Online Learning Consortium is a collaborative community of higher education leaders and innovators, dedicated to advancing quality and leadership in digital education. Their vision is to set the global standard in online and digital learning and their mission is to create community and knowledge around quality online, blended, and digital learning while driving innovation.

This agenda item was submitted by Dr. José Ramón Núñez, Vice President of Instruction and Darnell Kemp, Reading Professor and Distance Education Director.

**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; and District 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 submitted in compliance with Board Policy and Administrative Policy 6100: Delegation of Authority, Business and Fiscal Affairs. New institutional memberships that exceed \$1,000 require Board approval.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Annual funding for this institutional membership will come from the Distance Education general funds allocation.

**RECOMMENDATION:** Authorization is requested for institutional membership to the Online Learning Consortium (OLC) for Fullerton College Distance Education, from May 18, 2020 through May 18, 2021, at a cost not to exceed \$1,190.00.

Fred Williams

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Recommended by

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Approved for Submittal

3.j

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES Action     X      
Resolution \_\_\_\_\_  
**DATE:** May 12, 2020 Information \_\_\_\_\_  
Enclosure(s) \_\_\_\_\_  
**SUBJECT:** Award Bid #1920-09, Fullerton College  
 300/500 Sewer Replacement Project

**BACKGROUND:** The sewer line that serves the 300/500 buildings has deteriorated in several sections, which requires complete replacement of the line connecting the buildings to the City of Fullerton’s sewer service at Lemon Street. On April 15, 2020, the Purchasing Department received two bids for the Fullerton College 300/500 Sewer Replacement Project. The lowest responsive and responsible bidder was Los Angeles Engineering, Inc. in the amount of \$412,000. Below is the bid summary.

| Company                                 | Base Bid     | Allowance   | Total        |
|---|--------------|-------------|--------------|
| Los Angeles Engineering, Inc.           | \$412,000.00 | \$87,500.00 | \$499,500.00 |
| Mehta Mechanical, Inc. dba<br>MMC, Inc. | \$654,551.00 | \$87,500.00 | \$742,051.00 |

Demolition will begin June 1, 2020 and the project will be complete prior to the start of the Fall Semester, August 24, 2020. Any construction activities that may be disruptive to campus operations must first be approved by a campus representative.

This agenda item was submitted by Oscar Saghieh, Fullerton College Project Manager and 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 this project will come from Measure J Bond Funds.

**RECOMMENDATION:** Authorization is requested to award Bid #1920-09, Fullerton College 300-500 Sewer Replacement Project to Los Angeles Engineering, Inc. as the lowest overall responsive and responsible bidder in the amount of \$412,000 plus \$87,500 Allowance. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing to execute the contract on behalf of the District.

Fred Williams

3.k

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** Adopt Resolution No. 19/20-20 to: (i) Approve and Adopt the Final Initial Study/Mitigated Negative Declaration for the Greenhouse Replacement and Restroom Modernization Project (Project); (ii) Approve and Adopt the Mitigation Monitoring and Reporting Plan for the Project; and (iii) Approve and Adopt the Project

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

**BACKGROUND:** In 2014, voters passed the \$574 million Measure J Facilities Bond Program. The Measure J Bond Program enables upgrades on all campuses for antiquated science labs, lecture halls, technology, and instructional equipment to better prepare students for growing fields of study and high-skill careers. In accordance with Bond Measure J, Fullerton College began undertaking a comprehensive improvement and building program to implement the Fullerton College Facilities Master Plan (FMP). The District Board of Trustees (Board) approved the Fullerton College Facilities Master Plan Program Environmental Impact Report (Program EIR; SCH No. 201611016) on December 12, 2017.

As part of the approved 2017 Program EIR, the North Orange County Community College District (District) proposed new additions to the Horticulture Building Complex 1600, located at the northeastern corner on the Fullerton College campus, which currently includes existing buildings ranging from 17 to 78 years old that serve and support the Horticulture program at Fullerton College. The 2017 Program EIR proposed additions including new greenhouses and a new lab facility to replace existing buildings. The 2017 Program EIR assumed the new facilities would replace the existing square footage, totaling 26,900 assignable square feet (32,300 gross square feet), and each facility would be one story in height.

To accommodate growth in the Horticulture program, the proposed project, which is known as the Greenhouse Replacement and Restroom Modernization Project (Project), as described in more particularity in the Project Initial Study/Mitigated Negative Declaration (IS/MND) (SCH No. 2019129041), would involve the replacement of the existing greenhouse with a new Venlo-style greenhouse, and also would include renovations to the existing restroom building and upgrading pathway accessibility to meet Americans with Disabilities Act (ADA) code compliance, and striping parking spaces within the Horticulture Complex 1600.

The District is the “lead agency” as defined by CEQA, and therefore is responsible for the preparation of the IS/MND for the Project. An overview of the IS/MND and CEQA process follows:

A Draft IS/MND was been prepared by the District, as the Lead Agency, pursuant to the requirements of CEQA and the State CEQA Guidelines to address the potential environmental impacts associated with the Project. On December 12, 2019, the District published a Notice of Intent to Adopt the Project, which was circulated to interested agencies, organizations, and individuals, including the State Clearinghouse at the California Governor’s Office of Planning and Research, and was posted by the County of Orange Clerk-Recorder. The Draft IS/MND was made available for a thirty (30) day public review period from December 12, 2019, through January 10, 2020. The District received only one written comment during the public comment period, which was from the City of La Habra, and which specifically noted the Project is not anticipated to have an impact on the City of La Habra. No other comments were received.

The Final IS/MND has been prepared and is presented to the Board for review and adoption. The Final IS/MND found that the Project will not result in any significant unavoidable environmental impacts. The Final IS/MND includes the Draft IS/MND, the single comment letter and response thereto, as well as the Project’s Mitigation Monitoring and Reporting Program (MMRP).

Based on review and analysis in the Final IS/MND, there is no substantial evidence supporting a fair argument that the Project would or may have a significant impact on the environment. Therefore, the MND is the appropriate document for this Project under CEQA.

This agenda item was submitted by Larry Lara, Director, Physical Plant/Facilities and Rodrigo Garcia, Vice-President Administrative Services.

**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:** Funding for this project will come from Strong Workforce Development Funds and Bond Funds.

**RECOMMENDATION:** Authorization is requested to Adopt Resolution No. 19/20-20 to Approve and Adopt the Final Initial Study/Mitigated Negative Declaration for the Greenhouse Replacement and Restroom Modernization Project (Project) (SCH No. 2019129041), to Approve and Adopt the Mitigation Monitoring and Reporting Plan for the Project as included in the Final IS/MND, and to Approve and Adopt the Project.

Fred Williams

3.1.2

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Recommended by

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Approved for Submittal

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Item No.



**RESOLUTION OF THE GOVERNING BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT TO  
TO APPROVE AND ADOPT THE FINAL INITIAL  
STUDY/MITIGATED NEGATIVE DECLARATION FOR THE  
GREENHOUSE REPLACEMENT AND RESTROOM MODERNIZATION PROJECT  
(PROJECT), TO APPROVE AND ADOPT THE MITIGATION MONITORING AND  
REPORTING PLAN FOR THE PROJECT, AND TO APPROVE AND  
ADOPT THE PROJECT**

**RESOLUTION NO. 19/20-20**

**WHEREAS**, the North Orange County Community College District (“District”) has developed the Greenhouse Replacement and Restroom Modernization Project (Project) relating to Fullerton College.

**WHEREAS**, the Project would involve changes to the Horticulture Building Complex 1600, located at northeastern corner of the Fullerton College campus, which currently is comprised of buildings that range from 17 to 78 years old that serve and support the Horticulture program at Fullerton College.

**WHEREAS**, the Project would be intended to further support and accommodate growth in the Horticulture program at Fullerton College by providing for the replacement of the existing greenhouse with a new Venlo-style greenhouse, renovations to the existing restroom building and upgrading pathway accessibility to meet American Disability Act (ADA) code compliance, and striping parking spaces within the Horticulture Complex 1600.

**WHEREAS**, the adoption of the Project constitutes a “Project” requiring compliance with the provisions of the California Environmental Quality Act, Public Resources Code Section 21000 et seq. (“CEQA”) and the State CEQA Guidelines, Title 14, California Code of Regulations, Section 15000, et. seq. (“CEQA Guidelines”).

**WHEREAS**, a Draft Initial Study/Mitigated Negative Declaration (“Draft IS/MND”) (SCH No. 2019129041) has been prepared by the District, as the Lead Agency, pursuant to the requirements of CEQA and the State CEQA Guidelines to address the potential environmental impacts associated with the Project.

**WHEREAS**, on December 12, 2019, the District published a Notice of Intent to Adopt the Project, which was circulated to interested agencies, organizations, and individuals, and was also sent to the State Clearinghouse at the California Governor’s Office of Planning and Research (“State Clearinghouse”), and was posted by the County of Orange Clerk-Recorder.

**WHEREAS**, the Draft IS/MND was circulated for a thirty (30) day public review period from December 12, 2019, through January 10, 2020.

**WHEREAS**, the District received only one written comment during the public comment period, which was from the City of La Habra, and which specifically noted the Project is not anticipated to have an impact on the City of La Habra.

**WHEREAS**, a Final Initial Study/Mitigated Negative Declaration (Final IS/MND) has been prepared for the Project, which satisfies the content requirements of CEQA and the CEQA Guidelines, and includes the Mitigation, Monitoring and Reporting Plan (MMRP) for the Project.

**WHEREAS**, the Board of Trustees of the North Orange County Community College District ("Board") convened in a regular meeting of the Board on May 12, 2020 and, at that time, the Board received a presentation regarding the Project and the Final IS/MND for the Project, allowed for public testimony regarding the Final IS/MND and the Project, and adopted the following resolution regarding approval and adoption of the Final IS/MND, the approval and adoption of the MMRP, and the approval and adoption of the Project.

**NOW, THEREFORE, BE IT RESOLVED**, effective May 12 2020, by the Board of Trustees of the North Orange County Community College District, that:

- (i) The Final IS/MND has been prepared to address any potential significant environmental impacts and mitigation measures, and comments associated with the Project and all discretionary actions related thereto, as identified in the Final IS/MND.
- (ii) The Final IS/MND was prepared pursuant to CEQA and the State CEQA Guidelines.
- (iii) Pursuant to the requirements of Section 15074(b) of the State CEQA Guidelines the Board finds, based upon the whole record before it, that there is no substantial evidence that the Project will have a significant effect on the environment, and that the Final IS/MND reflects the independent judgment and analysis of the Board.
- (iv) The Project's MMRP, which is included in the Final IS/MND is approved.
- (v) The Greenhouse Replacement and Restroom Modernization Project (Project) relating to Fullerton College is approved.

**APPROVED, PASSED AND ADOPTED** by the Governing Board of the North Orange County Community College District this 12 day of May, 2020, by the following vote:

AYES:  
NOES:  
ABSENT:  
ABSTAINED:

I, Ryan Bent, President of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing is full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in office of said Board.

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President of the Board of Trustees  
North Orange County Community College District

I, Alba Recinos, Clerk of the Governing Board of the North Orange County Community College District, do hereby certify that the foregoing Resolution was regularly introduced and adopted by the Governing Board at a regular meeting thereof held on the 12 day of May, 2020, by the above described vote of the Governing Board;

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the North Orange County Community College District Governing Board this 12 day of May, 2020.

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Clerk of Governing Board  
North Orange County Community College District



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |   |              |   |
|-----------------|---|--------------|---|
| <b>TO:</b>      | BOARD OF TRUSTEES   | Action       | X |
|                 |   | Resolution   |   |
| <b>DATE:</b>    | May 12, 2020  | Information  |   |
|                 |   | Enclosure(s) |   |
| <b>SUBJECT:</b> | Award Bid #1920-12, Greenhouse Replacement Project at Fullerton College |              |   |

**BACKGROUND:** The Greenhouse Replacement Project consists of replacing the Fullerton College Greenhouse to increase the quality of the Career and Technical Education program by providing new job skills to students in emerging fields of horticulture called Controlled Environment Agriculture (CEA), or indoor agriculture. The new skills acquired by the students will offer either immediate access to jobs or provide students with opportunities to further studies in CEA at universities such as Cal Poly, Pomona or the University of Arizona at Tucson that have advanced degrees in the subject.

Further, by replacing the greenhouse with advanced, state-of-the-art facilities, students will learn skills in an environment that gives students the opportunity to explore a career pathway students did not know existed. The career path will lead to more certificates and degrees for the Horticulture Program. Having highly trained students in CEA will make the program highly visible and the graduates sought-after by job recruiters. As a result of launching the new course in Hydroponics/Aquaponics Hort 255, students have learned job skills to pursue a career in the CEA job market. Not only will the replacement of the greenhouse allow the space to be used as a laboratory facility for horticulture, but it will also serve as laboratory space for biology, chemistry, physics, and engineering, making this a true Science, Technology, Engineering and Mathematics (STEM) project for the campus.

On April 8, 2020, the District Purchasing Department received three bids for the Greenhouse Replacement Project at Fullerton College. The lowest responsive and responsible bidder was RT Contractor Corp. in the amount of \$1,243,000. Below is the bid summary.

| COMPANY                         | BASE BID    | ALLOWANCE | TOTAL       |
|---------------------------------|-------------|-----------|-------------|
| RT Contractor Corp.             | \$1,243,000 | \$50,000  | \$1,293,000 |
| Woodcliff Corporation           | \$1,352,000 | \$50,000  | \$1,402,000 |
| Dalke & Sons Construction, Inc. | \$1,416,480 | \$50,000  | \$1,466,480 |

This agenda item was submitted by Larry Lara, Director, Physical Plant/Facilities and 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 this project will come from an estimated 45% Strong Workforce Development Funds and 55% Bond Funds.

**RECOMMENDATION:** Authorization is requested to award Bid #1920-12, Greenhouse Replacement Project at Fullerton College to RT Contractor Corp. as the lowest overall responsive and responsible bidder in the amount of \$1,293,000, including an allowance of \$50,000. Authorization is further requested for the Vice Chancellor, Finance & Facilities, or District Director, Purchasing to execute the contract on behalf of the District.

Fred Williams

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Recommended by

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Approved for Submittal

3.m.2

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Item No.

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |                                       |              |                   |
|-----------------|---------------------------------------|--------------|-------------------|
| <b>TO:</b>      | BOARD OF TRUSTEES                     | Action       | <u>    X    </u>  |
| <b>DATE:</b>    | May 12, 2020                          | Resolution   | <u>          </u> |
| <b>SUBJECT:</b> | Cypress College<br>Curriculum Matters | Information  | <u>          </u> |
|                 |                                       | Enclosure(s) | <u>    X    </u>  |

**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 Silvie Grote, 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:** It is recommended that the Board approve the attached summary of curriculum changes for Cypress College, to be effective Fall 2019, Fall 2020 and Fall 2021. The curricula have been signed by the Campus Curriculum Chairperson and the College President, and have been approved by the District Curriculum Coordinating Committee.

Cherry Li-Bugg  

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Recommended by

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Approved for Submittal

4.a.1  

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Item No.

# CYPRESS COLLEGE CURRICULUM

## Board Agenda May 12, 2020

**(DCCC approved April 17, 2020)**

| DEACTIVATE COURSES/CERTIFICATES |           |   |
|---------------------------------|-----------|---|
| COURSE ID                       | EFF DATE  | JUSTIFICATION                                       |
| AT 220 C                        | 2020 Fall | Course no longer offered since program was revised. |
| AT 221 C                        | 2020 Fall | Course no longer offered since program was revised. |

| REVISED COURSES   |  |            |   |           |   |
|---|--|------------|---|-----------|---|
| COURSE ID   | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION   |
| AT 130 C<br>Auto Chassis and Brake Systems<br>Units: 12<br>Lecture: 9<br>Laboratory: 9    | *Outline Update<br>*Prerequisites revalidated<br>*Prerequisite added: AT 260 C<br>*Prerequisite removed: AT 105 C and AT 112 C<br>*Catalog/Schedule Description Update<br>*Textbook Update | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4. | 2020 Fall | Course Review<br>Outline, prerequisites revalidated/added/removed, catalog/schedule description and textbook updated to better reflect course content.<br><br>Duplicating this course and changing the number to create a TTEN specific course. AT130 will remain the same, the new course is AT254 |
| AT 140 C<br>Auto Drivetrains/Transmissions<br>Units: 12<br>Lecture: 9<br>Laboratory: 9    | *Outline Update<br>*Prerequisites revalidated<br>*Prerequisite removed: AT 112 C<br>*Prerequisite added: AT 260 C<br>*Catalog/Schedule Description Update<br>*Textbook Update              | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4. | 2020 Fall | Course Review<br>Outline, prerequisite revalidated/added/removed, catalog, schedule description updated to better reflect course content.<br><br>Updating course number for TTEN use to AT223. AT140 will remain a general auto program course. Updating content.                                   |
| AT 150 C<br>Auto Performance and Driveability<br>Units: 12<br>Lecture: 9<br>Laboratory: 9 | *Outline Update<br>*Prerequisites revalidated<br>*Prerequisite removed: AT 112 C<br>*Prerequisite added: AT 260 C<br>*Catalog/Schedule Description Update                                  | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4. | 2020 Fall | Course Review<br>Outline, prerequisite revalidated/removed/added, catalog and schedule description updated to better reflect course content.  |

| REVISED COURSES  |  |            |  |              |  |
|--|--|------------|--|--------------|--|
| COURSE ID  | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| AT 210 C<br>T-TEN Internal Combustion Engines and Alternative Fuels<br>Units: 6<br>Lecture: 4.5<br>Laboratory: 4.5 | *Outline Update<br>*Course number and title change from AT 121 C Auto Engine Mechanical Concept<br>*Hybrid added<br>*Prerequisite revalidated<br>*Prerequisite removed: AT 105 C<br>*Prerequisite added: AT 260 C<br>*Catalog/Schedule Description Update<br>*Textbook Update  | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4.    | 2020<br>Fall | Course Review<br>Outline, prerequisite revalidated/removed/added, course number, title, Hybrid added, catalog, schedule and textbook updated to better reflect course content.<br><br>Renumbering course to match ASE content area. Updating course content to include new hybrid related technology   |
| AT 223 C<br>T-TEN Transmissions, Driveline, and Electric Drivetrain<br>Units: 12<br>Lecture: 9<br>Laboratory: 9    | *Outline Update<br>*Units change from 6<br>*Course number and title change from AT 141 C Drivetrain and Transmissions<br>*Hybrid added<br>*Class Fee added: \$30<br>*Prerequisite revalidated<br>*Prerequisite added: AT 110C and AT 260C<br>*Prerequisite removed: AT 112 C<br>*Lecture hours from 4.5<br>*Lab hours from 4.5<br>*Catalog/Schedule Description Update<br>*Textbook Update | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees (both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 2-4. | 2020<br>Fall | Course Review<br>Outline, units, course number, title, hybrid added, class fee added, prerequisites revalidated/added/removed, lecture/lab hours, catalog/schedule description and textbook updated to better reflect course content.<br><br>T-TEN has been a separate pathway for automotive students for 6 years. It is now evident that the related courses should have designated course numbers, titles and descriptions. |
| AT 230 C<br>Advanced Alignment and Chassis<br>Units: 4<br>Lecture: 3<br>Laboratory: 3                              | *Outline Update<br>*Prerequisite removed<br>*Catalog/Schedule Description Update   | 24         | All automotive technology courses at Cypress College involve lecture/individualized instruction and lab that involve extensive individualized feedback to develop vocational skills. With extensive involvement with our advisory committees both general automotive and Toyota) the recommendation was followed NATEF standard of 24, which maintains a safe working environment by creating collaborative work groups of 4.    | 2020<br>Fall | Course Review<br>Outline, prerequisite removed, catalog and schedule description updated to better reflect course content.<br><br>In order to meet the needs of our automotive aftermarket industry partners, the prerequisite structure of this course requires a change  |

| REVISED CORSES  |  |            |   |              |  |
|---|--|------------|---|--------------|--|
| COURSE ID   | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION  |
| COUN 110 C<br>Teaching as a Career<br>Units: 3<br>Lecture: 2<br>Laboratory: 3                         | *Outline Update<br>*Grading Option from Pass/No Pass/Standard Letter Grade Option to Standard Letter Grade<br>*Advisory added: ENGL 060 C<br>*TOPS code change to 0802.00<br>*SAM code change to C-Occupational<br>*Catalog/Schedule Description Update<br>*Student Learning Outcomes Update<br>*Textbook Update | 35         | The majority of the class focuses on discussion, group learning, and formal student presentations which is all supported by instructor lecture. Evaluation primarily through field experience journals, objective quizzes, and writing assignments.   | 2020<br>Fall | Course Review<br>Outline, grading option, advisory added, TOPS code, SAM code, catalog, schedule, SLO's and textbook updated to better reflect course content. |
| ENGL 101 C<br>Enhanced College Writing<br>Units: 5<br>Lecture: 5<br>Laboratory: 0                     | *Correct typos on Outline  | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course.            | 2020<br>Fall | Correct typos on Outline.<br>Previously Board Approved 6/11/2019   |
| ENGL 260 C<br>Survey of Arabic Literature (in translation)<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | *Outline Update<br>*Title change from Survey of Arabic Literature<br>*Prerequisite revalidated<br>*Catalog/Schedule Description Update<br>*Textbook Update   | 35         | 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.  | 2020<br>Fall | Course Review<br>Outline, title, prerequisite revalidated, catalog/schedule and textbook updated to better reflect course content.                             |
| GEOL 120 C<br>Geology of California<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                        | *Outline Update<br>*Class Size change from 38 to 30<br>*Grading Option: change from Standard Letter Grade to Pass/No Pass/Letter Grade Option<br>*Catalog/Schedule Description Update<br>*Student Learning Outcomes Update<br>*Textbook Update   | 30         | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. • Class time focuses on individualized instruction, student presentation time, and/or group learning. •Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2020<br>Fall | Course Review<br>Outline, class size, grading option, catalog, schedule, SLO's and textbook updated to better reflect course content.                          |

| REVISED CORSES  |  |            |  |              |   |
|---|--|------------|--|--------------|---|
| COURSE ID   | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| GEOL 190 C<br>Environmental<br>Geology<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                           | *Outline Update<br>*Class Size change from 45 to 35<br>*Catalog Description Update<br>*Student Learning Outcomes Update<br>*Textbook Update  | 35         | 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                                  | 2020<br>Fall | Course Review<br>Outline, class size, catalog, SLO's and textbook updated to better reflect course content.   |
| KIN 100 C<br>Adapted<br>Kinesiology<br>Weight<br>Training<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3 | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*Advisory revalidated<br>*FSA Code added: B73<br>*Catalog/Schedule Description Update   | 16         | This class provides intensive one on one instruction for students with disabilities.   | 2021<br>Fall | 6-year revision cycle<br><br>Outline, grading option, advisory revalidated, FSA code, catalog and schedule description updated to better reflect course content.                          |
| KIN 101 C<br>Adapted<br>Kinesiology<br>Activity<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3           | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*Advisory revalidated<br>*FSA Code added: B73<br>*Catalog/Schedule Description Update   | 16         | This class provides intensive one on one instruction for students with various levels of physical ability.   | 2021<br>Fall | 6-year revision<br>Outline, grading option, advisory revalidated, FSA code, catalog and schedule description updated to better reflect course content.                                    |
| KIN 109 C<br>Spirit Squad<br>Units: 1-2<br>Lecture: 0<br>Laboratory: 3-6                                    | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*FSA Code added: B40, B73, M35, M37<br>*Catalog/Schedule Description Update   | 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.   | 2021<br>Fall | 6-year review<br>Outline, grading option, FSA code, catalog and schedule description updated to better reflect course content.  |
| KIN 114 C<br>Springboard<br>Diving<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3                        | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*Prerequisite revalidated<br>*Course Classification change to I<br>*SAM Code change to C<br>*FSA Code added: B73, M73<br>*Catalog/Schedule Description Update | 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. This class provides intensive one on one instruction for divers. Only two (1) meter boards available. Safety concerns | 2021<br>Fall | 6-year review<br>Outline, grading option, prerequisite revalidated, course classification, SAM code, FSA code, catalog and schedule description updated to better reflect course content. |
| KIN 137 C<br>Mountaineering<br>and Rock<br>Climbing<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3       | *Outline Update<br>*Course Classification change to I<br>*TOPS Code change to 0835.20<br>*CIP Code change to 310507.00<br>*FSA Code added: B73   | 20         | This class provides intensive one on one instruction for rock climbers.  | 2021<br>Fall | 6-year review<br>Outline, course classification, TOPS code, CIP code and FSA updated to better reflect course content.  |

| REVISED CORSES   |  |            |  |              |   |
|--|--|------------|--|--------------|---|
| COURSE ID  | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| KIN 150 C<br>Trail Hiking<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3          | *Outline Update<br>*Advisory revalidated<br>*Course Classification code change to I<br>*TOPS Code change to 0835.20<br>*CIP Code change to 310507.00<br>*SAM Code change to C<br>*FSA Code added: B73  | 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.   | 2021<br>Fall | 6-year review<br>Outline, advisory revalidated, course classification, TOPS code, CIP code, SAM code and FSA code updated to better reflect course content.                               |
| KIN 151 C<br>Spinning-Beginning<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3    | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*FSA code added: B73<br>*Course Classification code change to I<br>*TOPS Code change to 0835.20<br>*CIP Code change to 310507.00<br>*SAM Code change to C<br>*Catalog/Schedule Description Update | 30         | Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021<br>Fall | 6-year review<br>Outline, grading option, course classification code, TOPS code, CIP code, SAM code, FSA code, catalog and schedule description updated to better reflect course content. |
| KIN 152 C<br>Spinning-Intermediate<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3 | *Outline Update<br>*Advisory revalidated<br>*Course Classification code change to I<br>*TOPS Code change<br>*SAM Code change to C<br>*FSA Code added: B73, C65<br>*Catalog Description Update  | 30         | Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021<br>Fall | 6-year review<br>Outline, advisory revalidated, course classification code, TOPS code, SAM code, FSA code and catalog description updated to better reflect course content.               |
| KIN 167 C<br>Gymnastics-Tumbling<br>Units: .5-1<br>Lecture: 0<br>Laboratory: 1.5-3   | *Outline Update<br>*Grading Option added: Pass/No Pass Option<br>*Course Classification code change to A<br>*FSA Code added: B73<br>*Catalog/Schedule Description Update   | 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. This class provides one on one instruction. Needs a smaller class count because of safety concerns.   | 2021<br>Fall | 6-year review<br>Outline, grading option, course classification code, FSA code, catalog and schedule description updated to better reflect course content.                                |
| KIN 180 C<br>Futsal-Beginning<br>Units: 0.5-1<br>Lecture:0<br>Laboratory:1.50-3.00   | *Add FSA code: M35   | 30         | 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.   | 2020<br>Fall | Add FSA code M35<br>Previously Board Approved<br>6/11/2018  |



| REVISED CORSES   |  |            |  |              |   |
|--|--|------------|--|--------------|---|
| COURSE ID  | ACTION TAKEN   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| KIN 206 C<br>Intercollegiate<br>Golf-Men<br>Units: 3<br>Lecture: 0<br>Laboratory: 10           | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73                             | 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. | 2021<br>Fall | 6-year review<br>Outline, prerequisite and FSA code updated to better reflect course content.                       |
| KIN 207 C<br>Intercollegiate<br>Golf-Women<br>Units: 3<br>Lecture: 0<br>Laboratory: 10         | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73,<br>M35                     | 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. | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated and FSA code updated to better reflect course content.           |
| KIN 210 C<br>Intercollegiate<br>Soccer-Men<br>Units: 3<br>Lecture: 0<br>Laboratory: 10         | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73<br>*Textbook update         | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated, FSA code and textbook updated to better reflect course content. |
| KIN 211 C<br>Intercollegiate<br>Soccer-Women<br>Units: 3<br>Lecture: 0<br>Laboratory: 10       | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73,<br>C65<br>*Textbook update | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated, FSA code and textbook updated to better reflect course content. |
| KIN 212 C<br>Intercollegiate<br>Softball-<br>Women<br>Units: 3<br>Lecture: 0<br>Laboratory: 10 | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73                             | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated and textbook updated to better reflect course content.           |
| KIN 213 C<br>Intercollegiate<br>Swimming-Men<br>Units: 3<br>Lecture: 0<br>Laboratory: 10       | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73<br>*Textbook update         | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated, FSA code and textbook updated to better reflect course content. |
| KIN 214 C<br>Intercollegiate<br>Swimming-<br>Women<br>Units: 3<br>Lecture: 0<br>Laboratory: 10 | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73<br>*Textbook Update         | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated, FSA code and textbook updated to better reflect course content. |
| KIN 222 C<br>Intercollegiate<br>Badminton-<br>Women<br>Units: 3<br>Lecture: 0                  | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73<br>*Textbook Update         | 15         | 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. | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated, FSA code and textbook updated to better reflect course content. |

| REVISED CORSES  |   |            |  |              |   |
|---|---|------------|--|--------------|---|
| COURSE ID   | ACTION TAKEN  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| Laboratory: 10  |   |            |  |              |   |
| KIN 240 C<br>Sports<br>Officiating<br>Units: 3<br>Lecture: 2<br>Laboratory: 3 | *Outline Update<br>*FSA Code added: B73<br>*Textbook Update   | 30         | Individualized Instruction/Group Learning/ Student Presentations-<br>Class time focuses on individualized instruction, student presentation time, and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, FSA code and textbook updated to better reflect course content.   |
| KIN 244 C<br>Human<br>Performance<br>Units: 3<br>Lecture: 3<br>Laboratory: 0  | *Outline Update<br>*FSA Code added: B73<br>*Textbook Update   | 45         | The primary mode of instruction is lecture and may include discussion and/or group learning.   | 2021<br>Fall | 6-year review<br>Outline, FSA code, and textbook updated to better reflect course content.  |
| KIN 255 C<br>Lifeguarding<br>Units: 1<br>Lecture: 1<br>Laboratory: 1          | *Outline Update<br>*Prerequisite revalidated<br>*FSA Code added: B73  | 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. | 2021<br>Fall | 6-year review<br>Outline, prerequisite revalidated and FSA code updated to better reflect course content.   |
| THEA 108 C<br>Playwriting<br>Units: 3<br>Lecture: 3<br>Laboratory: 0          | *Outline Update<br>*Title change from Stage and Screenwriting<br>*Advisory revalidated<br>*Catalog/Schedule Description | 27         | 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. | 2020<br>Fall | Course Review<br>Outline, title change, advisory revalidated, catalog and schedule description updated to better reflect course content.<br>As this is a theatre class, we will be updating it to no longer contain film and TV writing, and focus on the craft of playwriting. Screenwriting is already offered in the English dept. |

| NEW DEGREES/CERTIFICATES |  |          |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
|--------------------------|--|----------|---------------|-------|---------|-------------------------|---|---------|---------------------------------------|---|---------|--------------------------|---|---------|-----------------------------|---|-------------|--|----|--------------|--|
| DEGREE                   |  | EFF DATE | JUSTIFICATION |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| Automotive<br>Technology | <p><b>Automotive Air Conditioning Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (18 units):</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT110 C</td> <td>Introduction to Automotive Technology</td> <td>4</td> </tr> <tr> <td>AT111 C</td> <td>Automotive Quick Service</td> <td>6</td> </tr> <tr> <td>AT115 C</td> <td>Automotive Air Conditioning</td> <td>4</td> </tr> <tr> <td colspan="2">Total Units</td> <td>18</td> </tr> </tbody> </table> |          |               | Units | AT105 C | Automotive Electrical I | 4 | AT110 C | Introduction to Automotive Technology | 4 | AT111 C | Automotive Quick Service | 6 | AT115 C | Automotive Air Conditioning | 4 | Total Units |  | 18 | 2020<br>Fall | This program is designed to prepare students for employment as an Automotive Line Technician Specialist 1 in the automotive and transportation industry. Training is given in both theory and practical skills. Directed practical work is given in all areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of line technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive line technician specialist 1. |
|                          |  | Units    |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| AT105 C                  | Automotive Electrical I  | 4        |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| AT110 C                  | Introduction to Automotive Technology  | 4        |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| AT111 C                  | Automotive Quick Service   | 6        |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| AT115 C                  | Automotive Air Conditioning  | 4        |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |
| Total Units              |  | 18       |               |       |         |                         |   |         |                                       |   |         |                          |   |         |                             |   |             |  |    |              |  |

**NEW DEGREES/CERTIFICATES**

| DEGREE                |   | EFF DATE | JUSTIFICATION |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
|-----------------------|---|----------|---------------|-------|---------|--------------------------------|----|---------|-----------------------------------|----|-------------|-----------------------------------|----|-------------|--|----|-----------|---|
| Automotive Technology | <p><b>Automotive Engine Management Specialist 1 Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (20 units):</p> <table border="1" data-bbox="253 380 834 569"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>20</td> </tr> </tbody> </table> |          |               | Units | AT105 C | Automotive Electrical I        | 4  | AT106 C | Automotive Electrical II          | 4  | AT150 C     | Auto Performance and Driveability | 12 | Total Units |  | 20 | 2020 Fall | <p>This program is designed to prepare students for employment as an Automotive Engine Management Specialist 1 Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of engine management specialist 1 technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive engine management specialist 1 technician.</p> |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT105 C               | Automotive Electrical I   | 4        |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT106 C               | Automotive Electrical II  | 4        |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Total Units           |   | 20       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Line Technician 1 Specialist Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 877 857 1024"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>  |          |               | Units | AT130 C | Auto Chassis and Brake Systems | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program is designed to prepare students for employment as an Automotive Line Technician 1. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of line technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive line technician specialist.</p> |    |           |   |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT130 C               | Auto Chassis and Brake Systems  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Line Technician 2 Specialist Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 1350 821 1507"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>  |          |               | Units | AT130 C | Auto Chassis and Brake Systems | 12 | AT140 C | Auto Drivetrains/Transmissions    | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program is designed to prepare students for employment as an Automotive Line Technician 2. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of line technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive line technician specialist.</p> |    |           |   |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT130 C               | Auto Chassis and Brake Systems  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT140 C               | Auto Drivetrains/Transmissions  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Line Technician 3 Specialist Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 1770 857 1917"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |          |               | Units | AT140 C | Auto Drivetrains/Transmissions | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program is designed to prepare students for employment as an Automotive Line Technician 3. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on</p>   |    |           |   |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT140 C               | Auto Drivetrains/Transmissions  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |   |

**NEW DEGREES/CERTIFICATES**

| DEGREE                |   | EFF DATE | JUSTIFICATION   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
|-----------------------|---|----------|---|-------|---------|------------------------------|----|---------|-----------------------------------|----|-------------|---------------------------|----|-----------|--|---|-------------|--|----|-----------|---|
|                       |   |          | those competencies required of line technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive line technician specialist. |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Powertrain Systems Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 506 821 642"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |          |   | Units | AT120 C | Auto Engine Repair/Machining | 12 | AT140 C | Auto Drivetrains/Transmissions    | 12 | Total Units |                           | 24 | 2020 Fall | This program is designed to prepare students for employment as an Automotive Powertrains Systems Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of powertrains system technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive powertrain systems specialist.  |   |             |  |    |           |   |
|                       |   | Units    |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT120 C               | Auto Engine Repair/Machining  | 12       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT140 C               | Auto Drivetrains/Transmissions  | 12       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Total Units           |   | 24       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Speed, Tuning and Performance Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 926 857 1083"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>  |          |   | Units | AT120 C | Auto Engine Repair/Machining | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                           | 24 | 2020 Fall | This program is designed to prepare students for employment as an Automotive Speed, Tuning and Performance Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of speed, tuning and performance technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive speed, tuning and performance technician specialist. |   |             |  |    |           |   |
|                       |   | Units    |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT120 C               | Auto Engine Repair/Machining  | 12       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT150 C               | Auto Performance and Driveability   | 12       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Total Units           |   | 24       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Automotive Technology | <p><b>Automotive Supplemental Vehicle Systems Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (18 units):</p> <table border="1" data-bbox="253 1398 821 1608"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT107 C</td> <td>Automotive Electrical III</td> <td>4</td> </tr> <tr> <td>AT111 C</td> <td>Automotive Quick Service</td> <td>6</td> </tr> <tr> <td colspan="2">Total Units</td> <td>18</td> </tr> </tbody> </table> |          |   | Units | AT105 C | Automotive Electrical I      | 4  | AT106 C | Automotive Electrical II          | 4  | AT107 C     | Automotive Electrical III | 4  | AT111 C   | Automotive Quick Service   | 6 | Total Units |  | 18 | 2020 Fall | This program is designed to prepare students for employment as an Automotive Supplemental Vehicle Specialist Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of supplemental vehicle specialist technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive supplemental vehicle specialist technician. |
|                       |   | Units    |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT105 C               | Automotive Electrical I   | 4        |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT106 C               | Automotive Electrical II  | 4        |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT107 C               | Automotive Electrical III   | 4        |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| AT111 C               | Automotive Quick Service  | 6        |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |
| Total Units           |   | 18       |   |       |         |                              |    |         |                                   |    |             |                           |    |           |  |   |             |  |    |           |   |

**NEW DEGREES/CERTIFICATES**

| DEGREE                |  | EFF DATE | JUSTIFICATION |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
|-----------------------|--|----------|---------------|-------|---------|-------------------------|---|---------|---------------------------------------|---|---------|---------------------------|---|---------|--|---|-------------|----------------------------|----|-------------|---|----|-----------|--|
| Automotive Technology | <p><b>Automotive Technology Advanced Supplemental Vehicle Systems Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (18 units):</p> <table border="1" data-bbox="253 380 857 625"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT107 C</td> <td>Automotive Electrical III</td> <td>4</td> </tr> <tr> <td>AT111 C</td> <td>Automotive Quick Service</td> <td>6</td> </tr> <tr> <td colspan="2">Total Units</td> <td>18</td> </tr> </tbody> </table>  |          |               | Units | AT105 C | Automotive Electrical I | 4 | AT106 C | Automotive Electrical II              | 4 | AT107 C | Automotive Electrical III | 4 | AT111 C | Automotive Quick Service                 | 6 | Total Units |                            | 18 | 2020 Fall   | Modern automotive electronic and electrical systems have become complex and complicated to diagnose. These advanced vehicle systems have caused automobile manufacturers to seek out community college automotive training programs for technician training requirements. At Subaru's request, this certificate meets student instructional requirements in terms of job retention, wage gains, and employability.  |    |           |  |
|                       |  | Units    |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT105 C               | Automotive Electrical I  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT106 C               | Automotive Electrical II   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT107 C               | Automotive Electrical III  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT111 C               | Automotive Quick Service   | 6        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Total Units           |  | 18       |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Air Conditioning Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (18 units):</p> <table border="1" data-bbox="253 758 834 978"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT110 C</td> <td>Introduction to Automotive Technology</td> <td>4</td> </tr> <tr> <td>AT111 C</td> <td>Automotive Quick Service</td> <td>6</td> </tr> <tr> <td>AT115 C</td> <td>Automotive Air Conditioning</td> <td>4</td> </tr> <tr> <td colspan="2">Total Units</td> <td>18</td> </tr> </tbody> </table>  |          |               | Units | AT105 C | Automotive Electrical I | 4 | AT110 C | Introduction to Automotive Technology | 4 | AT111 C | Automotive Quick Service  | 6 | AT115 C | Automotive Air Conditioning              | 4 | Total Units |                            | 18 | 2020 Fall   | Modern Automobile air conditioning systems have become very complicated in terms of physics, technician licensing, EPA regulations, and repair accessibility. These advanced vehicle systems and technology requirements have caused automobile manufacturers to seek out community college automotive programs for technician training requirements. At Subaru's request, this certificate meets the ASE A7 requirements for modern vehicle air conditioning system certification. |    |           |  |
|                       |  | Units    |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT105 C               | Automotive Electrical I  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT110 C               | Introduction to Automotive Technology  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT111 C               | Automotive Quick Service   | 6        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT115 C               | Automotive Air Conditioning  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Total Units           |  | 18       |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Electric/Hybrid Vehicle Maintenance Technician Certificate</b></p> <p>Required courses are listed in suggested sequence (20 units):</p> <table border="1" data-bbox="253 1110 812 1356"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT107 C</td> <td>Automotive Electrical III</td> <td>4</td> </tr> <tr> <td>AT281 C</td> <td>Introduction to Electric/Hybrid Vehicles</td> <td>4</td> </tr> <tr> <td>AT282 C</td> <td>Hybrid Vehicle Maintenance</td> <td>4</td> </tr> <tr> <td colspan="2">Total Units</td> <td>20</td> </tr> </tbody> </table>     |          |               | Units | AT105 C | Automotive Electrical I | 4 | AT106 C | Automotive Electrical II              | 4 | AT107 C | Automotive Electrical III | 4 | AT281 C | Introduction to Electric/Hybrid Vehicles | 4 | AT282 C     | Hybrid Vehicle Maintenance | 4  | Total Units |   | 20 | 2020 Fall | This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the automotive electric/hybrid vehicle maintenance technician specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The electric/hybrid vehicle systems have compelled automobile manufacturers to seek out community college automotive programs for technician training requirements. This certificate will help students achieve advanced skill sets in electric/hybrid vehicle analytics and higher wage gains.   |
|                       |  | Units    |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT105 C               | Automotive Electrical I  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT106 C               | Automotive Electrical II   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT107 C               | Automotive Electrical III  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT281 C               | Introduction to Electric/Hybrid Vehicles   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT282 C               | Hybrid Vehicle Maintenance   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Total Units           |  | 20       |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Electric/Hybrid Vehicle Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (20 units):</p> <table border="1" data-bbox="253 1530 870 1776"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT107 C</td> <td>Automotive Electrical III</td> <td>4</td> </tr> <tr> <td>AT281 C</td> <td>Introduction to Electric/Hybrid Vehicles</td> <td>4</td> </tr> <tr> <td>AT282 C</td> <td>Hybrid Vehicle Maintenance</td> <td>4</td> </tr> <tr> <td colspan="2">Total Units</td> <td>20</td> </tr> </tbody> </table> |          |               | Units | AT105 C | Automotive Electrical I | 4 | AT106 C | Automotive Electrical II              | 4 | AT107 C | Automotive Electrical III | 4 | AT281 C | Introduction to Electric/Hybrid Vehicles | 4 | AT282 C     | Hybrid Vehicle Maintenance | 4  | Total Units |   | 20 | 2020 Fall | This program is designed to prepare students for employment as an Automotive Electric/Hybrid Vehicle Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of electric/hybrid vehicles technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive supplemental vehicle specialist technician. |
|                       |  | Units    |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT105 C               | Automotive Electrical I  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT106 C               | Automotive Electrical II   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT107 C               | Automotive Electrical III  | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT281 C               | Introduction to Electric/Hybrid Vehicles   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| AT282 C               | Hybrid Vehicle Maintenance   | 4        |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |
| Total Units           |  | 20       |               |       |         |                         |   |         |                                       |   |         |                           |   |         |  |   |             |                            |    |             |   |    |           |  |

**NEW DEGREES/CERTIFICATES**

| DEGREE                |   | EFF DATE | JUSTIFICATION |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
|-----------------------|---|----------|---------------|-------|---------|--------------------------------|----|---------|-----------------------------------|----|-------------|-----------------------------------|----|-------------|--|----|-----------|--|
| Automotive Technology | <p><b>Automotive Technology Engine Management Specialist 1 Certificate</b></p> <p>Required courses are listed in suggested sequence (20 units):</p> <table border="1" data-bbox="253 380 834 562"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>20</td> </tr> </tbody> </table> |          |               | Units | AT105 C | Automotive Electrical I        | 4  | AT106 C | Automotive Electrical II          | 4  | AT150 C     | Auto Performance and Driveability | 12 | Total Units |  | 20 | 2020 Fall | <p>This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the Automotive Technology Engine Management Specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced systems that modern Engine Management technicians are working with have become so complex and have compelled automobile manufacturers to seek out community college automotive programs for technician training requirements. This certificate will help students achieve advanced skill sets that Engine Management Systems Technicians need and help achieve higher wage gains.</p> |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT105 C               | Automotive Electrical I   | 4        |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT106 C               | Automotive Electrical II  | 4        |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Total Units           |   | 20       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Line Technician 1 Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 879 834 1031"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |          |               | Units | AT130 C | Auto Chassis and Brake Systems | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the Automotive Technology Line Technician 1 Specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced systems that modern Line Technicians are working with have become so complex that they have compelled automobile manufacturers to seek out community college automotive programs that meet technician training requirements. This certificate will help students achieve advanced skill sets that Line Technician 1 Technicians need to help achieve higher wage gains.</p> |    |           |  |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT130 C               | Auto Chassis and Brake Systems  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Line Technician 2 Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 1299 834 1451"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |          |               | Units | AT130 C | Auto Chassis and Brake Systems | 12 | AT140 C | Auto Drivetrains/Transmissions    | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the Automotive Technology Line Technician 2 Specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced systems that modern Line Technicians are working with have become so complex and have compelled automobile manufacturers to seek out community college automotive programs for technician training requirements. This certificate will help students achieve advanced skill sets that Line Technician 2 Technicians need and help achieve higher wage gains.</p>            |    |           |  |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT130 C               | Auto Chassis and Brake Systems  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT140 C               | Auto Drivetrains/Transmissions  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Automotive Technology | <p><b>Automotive Technology Line Technician 3 Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="253 1719 834 1871"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>  |          |               | Units | AT140 C | Auto Drivetrains/Transmissions | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                                   | 24 | 2020 Fall   | <p>This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the Automotive Technology Line Technician 3 Specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced systems that modern Line Technicians are working with have become so complex and have compelled automobile manufacturers to seek out community college automotive programs</p>  |    |           |  |
|                       |   | Units    |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT140 C               | Auto Drivetrains/Transmissions  | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| AT150 C               | Auto Performance and Driveability   | 12       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |
| Total Units           |   | 24       |               |       |         |                                |    |         |                                   |    |             |                                   |    |             |  |    |           |  |

| NEW DEGREES/CERTIFICATES |   |          |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
|--------------------------|---|----------|---|-------|---------|------------------------------|----|---------|-----------------------------------|----|-------------|--------------------------------|----|-----------|---|----|---------|-------------------------------|---|-------------|--|----|-----------|---|
| DEGREE                   |   | EFF DATE | JUSTIFICATION   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
|                          |   |          | for technician training requirements. This certificate will help students achieve advanced skill sets that Line Technician 3 Technicians need and help achieve higher wage gains. |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Automotive Technology    | <p><b>Automotive Technology Powertrain Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>  |          |   | Units | AT120 C | Auto Engine Repair/Machining | 12 | AT140 C | Auto Drivetrains/Transmissions    | 12 | Total Units |                                | 24 | 2020 Fall | This program was added to accomplish the stated goal of the Perkins Transportation grant. It creates a certificate to meet the needs of the automotive aftermarket Powertrains Specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced power trains systems have compelled automobile manufacturers to seek out community college automotive programs that meet technician training requirements. This certificate will help students achieve advanced skill sets in powertrain analytics and as a result obtain higher wage gains. |    |         |                               |   |             |  |    |           |   |
|                          |   | Units    |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT140 C                  | Auto Drivetrains/Transmissions  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Total Units              |   | 24       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Automotive Technology    | <p><b>Automotive Technology Speed, Tuning, and Performance Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |          |   | Units | AT120 C | Auto Engine Repair/Machining | 12 | AT150 C | Auto Performance and Driveability | 12 | Total Units |                                | 24 | 2020 Fall | This program is designed to prepare Automotive Technology students for employment as an automotive Speed, Tuning and Performance Systems specialist. Course work includes theory and operation of modern vehicle Engine Management and Engine Mechanical systems, the use of test instruments, diagnostic techniques and skill competency required by line technician 3 system specialists for diagnosis and repair. The program will provide the student the opportunity to acquire the knowledge and skills demanded of the modern automotive Speed, Tuning and Performance Systems specialist.   |    |         |                               |   |             |  |    |           |   |
|                          |   | Units    |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT150 C                  | Auto Performance and Driveability   | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Total Units              |   | 24       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Automotive Technology    | <p><b>Automotive Technology Subaru Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (50 units):</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td>AT171 C</td> <td>Advanced Clean Air Car Course</td> <td>2</td> </tr> <tr> <td colspan="2">Total Units</td> <td>50</td> </tr> </tbody> </table> |          |   | Units | AT120 C | Auto Engine Repair/Machining | 12 | AT130 C | Auto Chassis and Brake Systems    | 12 | AT140 C     | Auto Drivetrains/Transmissions | 12 | AT150 C   | Auto Performance and Driveability   | 12 | AT171 C | Advanced Clean Air Car Course | 2 | Total Units |  | 50 | 2020 Fall | This program is designed to prepare students for employment as an Automotive Technology Subaru Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of Subaru vehicle technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive Subaru vehicle technician. |
|                          |   | Units    |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT130 C                  | Auto Chassis and Brake Systems  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT140 C                  | Auto Drivetrains/Transmissions  | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT150 C                  | Auto Performance and Driveability   | 12       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| AT171 C                  | Advanced Clean Air Car Course   | 2        |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |
| Total Units              |   | 50       |   |       |         |                              |    |         |                                   |    |             |                                |    |           |   |    |         |                               |   |             |  |    |           |   |

**NEW DEGREES/CERTIFICATES**

| DEGREE                   |   | EFF<br>DATE | JUSTIFICATION |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
|--------------------------|---|-------------|---------------|-------|---------|-------------------------------|----|---------|---|----|-------------|---|----|--------------|---|----|-------------|-------------------------------|----|--------------|--|----|--------------|---|
| Automotive<br>Technology | <p><b>Automotive Technology Subaru Technician Certificate</b></p> <p>Required courses are listed in suggested sequence (50 units):</p> <table border="1" data-bbox="248 344 846 590"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td>AT171 C</td> <td>Advanced Clean Air Car Course</td> <td>2</td> </tr> <tr> <td colspan="2">Total Units</td> <td>50</td> </tr> </tbody> </table> |             |               | Units | AT120 C | Auto Engine Repair/Machining  | 12 | AT130 C | Auto Chassis and Brake Systems                          | 12 | AT140 C     | Auto Drivetrains/Transmissions                          | 12 | AT150 C      | Auto Performance and Driveability   | 12 | AT171 C     | Advanced Clean Air Car Course | 2  | Total Units  |  | 50 | 2020<br>Fall | This program was added to accomplish stated goal of Perkins Transportation grant. It creates a certificate to meet needs of the automotive Subaru technician specialist. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The Subaru vehicle systems have compelled automobile manufacturers to seek out community college automotive programs for technician training requirements. This certificate will help students achieve advanced skill sets in Subaru vehicle analytics and higher wage gains. |
|                          |   | Units       |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT130 C                  | Auto Chassis and Brake Systems  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT140 C                  | Auto Drivetrains/Transmissions  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT150 C                  | Auto Performance and Driveability   | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT171 C                  | Advanced Clean Air Car Course   | 2           |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Total Units              |   | 50          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Automotive<br>Technology | <p><b>Automotive Technology Undercar Technician Specialist Certificate</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="248 779 846 932"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |             |               | Units | AT120 C | Auto Engine Repair/Machining  | 12 | AT130 C | Auto Chassis and Brake Systems                          | 12 | Total Units |   | 24 | 2020<br>Fall | This program was added to accomplish the stated goals of the Perkins Transportation grant. It creates a certificate to meet needs of the Automotive Technology Undercar Technician Specialist Certificate. Modern automobiles have become very complicated in terms of technology, technician licensing, manufacturer repair requirements, EPA regulations, and repair accessibility. The advanced systems that modern Undercar Technicians are working with have become so complex and have compelled automobile manufacturers to seek out community college automotive programs for technician training requirements. This certificate will help students achieve advanced skill sets that Under Technicians need and help achieve higher wage gains.                           |    |             |                               |    |              |  |    |              |   |
|                          |   | Units       |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT130 C                  | Auto Chassis and Brake Systems  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Total Units              |   | 24          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Automotive<br>Technology | <p><b>Automotive Undercar Systems Technician Associate in Science Degree</b></p> <p>Required courses are listed in suggested sequence (24 units):</p> <table border="1" data-bbox="248 1205 846 1358"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT120 C</td> <td>Auto Engine Repair/Machining</td> <td>12</td> </tr> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>24</td> </tr> </tbody> </table>   |             |               | Units | AT120 C | Auto Engine Repair/Machining  | 12 | AT130 C | Auto Chassis and Brake Systems                          | 12 | Total Units |   | 24 | 2020<br>Fall | This program is designed to prepare students for employment as an Automotive Undercar Systems Technician. In addition, this degree will assist students in achieving advanced skills sets in modern analytics for maintenance and repair of automobiles. Students will be in a better position for wage gains, job retention and advanced employability. Training is given in theory and practical skills. Directed practical work is given in areas of automotive maintenance and repair under simulated on-the-job conditions. Particular emphasis is placed on those competencies required of undercar system technicians. The program will provide the student opportunity to acquire the knowledge and skills demanded of the modern automotive undercar systems specialist. |    |             |                               |    |              |  |    |              |   |
|                          |   | Units       |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT120 C                  | Auto Engine Repair/Machining  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT130 C                  | Auto Chassis and Brake Systems  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Total Units              |   | 24          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Automotive<br>Technology | <p><b>T-TEN Certified Technician Certificate</b></p> <p>Required courses are listed in suggested sequence (34 units):</p> <table border="1" data-bbox="248 1591 948 1776"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT270 C</td> <td>T-TEN Climate Control Systems</td> <td>4</td> </tr> <tr> <td>AT223 C</td> <td>T-TEN Transmissions, Driveline, and Electric Drivetrain</td> <td>12</td> </tr> <tr> <td>AT210 C</td> <td>T-TEN Internal Combustion Engines and Alternative Fuels</td> <td>6</td> </tr> <tr> <td>AT283 C</td> <td>T-TEN ICE/HV/EV Performance and Driveability</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>34</td> </tr> </tbody> </table>                              |             |               | Units | AT270 C | T-TEN Climate Control Systems | 4  | AT223 C | T-TEN Transmissions, Driveline, and Electric Drivetrain | 12 | AT210 C     | T-TEN Internal Combustion Engines and Alternative Fuels | 6  | AT283 C      | T-TEN ICE/HV/EV Performance and Driveability  | 12 | Total Units |                               | 34 | 2020<br>Fall | This program provides the auto technology T-TEN program student who completes all course work and related transfer GE course work a certificate and AS degree for achieving the T-TEN Certified Technician Status. |    |              |   |
|                          |   | Units       |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT270 C                  | T-TEN Climate Control Systems   | 4           |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT223 C                  | T-TEN Transmissions, Driveline, and Electric Drivetrain   | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT210 C                  | T-TEN Internal Combustion Engines and Alternative Fuels   | 6           |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| AT283 C                  | T-TEN ICE/HV/EV Performance and Driveability  | 12          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |
| Total Units              |   | 34          |               |       |         |                               |    |         |   |    |             |   |    |              |   |    |             |                               |    |              |  |    |              |   |



| NEW DEGREES/CERTIFICATES |  |  |  |    |
|--------------------------|--|--|--|----|
| DEGREE                   |  | EFF DATE   | JUSTIFICATION  |    |
| Automotive Technology    | <b>T-TEN Certified Technician Associate in Science Degree</b>            |  | 2020 Fall<br>Supports the T-TEN student who has completed some or all of the transfer GE degree requirements or encourages those without a degree to also complete the transfer GE requirements as part of their T-TEN experience at Cypress College.  |    |
|                          | Required courses are listed in suggested sequence (62 units):            |  |  |    |
|                          |  | Units  |  |    |
|                          | AT109 C  | Introduction to Toyota Automotive Technology               |  | 4  |
|                          | AT260 C  | T-TEN Toyota Electrical Systems                            |  | 12 |
|                          | AT254 C  | T-TEN Brakes, Steering, Suspension and Chassis Electronics |  | 12 |
|                          | AT270 C  | T-TEN Climate Control Systems                              |  | 4  |
|                          | AT223 C  | T-TEN Transmissions, Driveline, and Electric Drivetrain    |  | 12 |
|                          | AT210 C  | T-TEN Internal Combustion Engines and Alternative Fuels    |  | 6  |
| AT283 C                  | T-TEN ICE/HV/EV Performance and Driveability                             | 12   |  |    |
|                          | Total Units  | 62   |  |    |
| Automotive Technology    | <b>T-TEN Maintenance Technician Certificate</b>                          |  | 2020 Fall<br>Supports completion of year one T-TEN course work and related GE course work.   |    |
|                          | Required courses are listed in suggested sequence (28 units):            |  |  |    |
|                          |  | Units  |  |    |
|                          | AT109 C  | Introduction to Toyota Automotive Technology               |  | 4  |
|                          | AT260 C  | T-TEN Toyota Electrical Systems                            |  | 12 |
|                          | AT254 C  | T-TEN Brakes, Steering, Suspension and Chassis Electronics |  | 12 |
|                          | Total Units  | 28   |  |    |
| Automotive Technology    | <b>T-TEN Maintenance Technician Associate in Science Degree</b>          |  | 2020 Fall<br>Supports the year 1 T-TEN student who has completed some or all of the local GE degree requirements or encourages those without a degree to also complete the local GE requirements as part of their T-TEN experience at Cypress College. |    |
|                          | Required Automotive courses are listed in suggested sequence (28 units): |  |  |    |
|                          |  | Units  |  |    |
|                          | AT109 C  | Introduction to Toyota Automotive Technology               |  | 4  |
|                          | AT260 C  | T-TEN Toyota Electrical Systems                            |  | 12 |
|                          | AT254 C  | T-TEN Brakes, Steering, Suspension and Chassis Electronics |  | 12 |
|                          | Total Units  | 28   |  |    |

| MODIFY DEGREES/CERTIFICATES |   |                                  |   |   |
|-----------------------------|---|----------------------------------|---|---|
| DEGREE                      |   | EFF DATE                         | JUSTIFICATION   |   |
| Administration of Justice   | <b>Associate in Arts in Law, Public Policy and Society for Transfer</b>     |                                  | 2020 Fall<br>Adding COUN 105 C, COUN 151 C, KIN 285 C, HUSR 211 C and HUSR 240 C.<br><br>Total units from 33 to 33-34 |   |
|                             | Please complete eight courses in the required core for a total of 24 units: |                                  |   |   |
|                             |   | Units                            |   |   |
|                             | AJ 110 C  | Introduction to Criminal Justice |   | 3 |
|                             |   | or                               |   |   |
|                             | AJ 120 C  | Concepts of Criminal Law         |   | 3 |
|                             |   | or                               |   |   |
|                             | MGT 240 C   | Legal Environment of Business    |   | 3 |
|                             | PHIL 160 C  | Introduction to Ethics           |   | 3 |
|                             |   | or                               |   |   |
|                             | COMM 100 C  | Human Communication              |   | 3 |
|                             |   | or                               |   |   |
|                             | COMM 100HC  | Honors Human Communication       |   | 3 |
|                             |   | or                               |   |   |
| COMM 124 C                  | Small Group Communication   | 3                                |   |   |
|                             | or  |                                  |   |   |
| COMM 135 C                  | Argument and Critical Thinking  | 3                                |   |   |
| ENGL 100 C                  | College Writing   | 4                                |   |   |

|   |   | MODIFY DEGREES/CERTIFICATES                       |              |              |               |  |
|---|---|---|--------------|--------------|---------------|--|
| DEGREE  |   |   |              | EFF DATE     | JUSTIFICATION |  |
| Administration of Justice Cont.                 |   | or  |              |              |               |  |
|   | ENGL 100HC  | Honors College Writing                            | 4            |              |               |  |
|   | ENGL 103 C  | Critical Reasoning and Writing                    | 4            |              |               |  |
|   |   | or  |              |              |               |  |
|   | ENGL 103HC  | Honors Critical Reasoning and Writing             | 4            |              |               |  |
|   | MATH 120 C  | Introduction to Probability and Statistics        | 4            |              |               |  |
|   |   | or  |              |              |               |  |
|   | PSY 161 C   | Probability and Statistics-Social Sciences        | 4            |              |               |  |
|   |   | or  |              |              |               |  |
|   | PSY 161HC   | Honors Probability and Statistics-Social Sciences | 4            |              |               |  |
|   |   | or  |              |              |               |  |
|   | SOC 161 C   | Probability and Statistics-Social Sciences        | 4            |              |               |  |
|   |   | or  |              |              |               |  |
|   | SOC 161HC   | Honors Probability and Statistics-Social Sciences | 4            |              |               |  |
|   | HIST 170 C  | History of the United States I                    | 3            |              |               |  |
|   |   | or  |              |              |               |  |
|   | HIST 170HC  | Honors History of the United States I             | 3            |              |               |  |
|   |   | or  |              |              |               |  |
|   | ETHS 131 C  | African-American History II                       | 3            |              |               |  |
|   | POSC 100 C  | United States Government                          | 3            |              |               |  |
|   |   | or  |              |              |               |  |
|   | POSC 100HC  | Honors United States Government                   | 3            |              |               |  |
|   | <b>Select two courses for a total of 6 units from two areas listed below (Note: courses must not have been used above):</b> |   |              | <b>Units</b> |               |  |
|   | <b>Administration of Justice/Criminal Justice/Criminology</b>   |   |              |              |               |  |
|   | AJ 110 C  | Introduction to Criminal Justice                  | 3            |              |               |  |
|   | AJ 120 C  | Concepts of Criminal Law                          | 3            |              |               |  |
|   | AJ 160 C  | Community and the Justice System                  | 3            |              |               |  |
|   | <b>Business:</b>  |   |              | <b>Units</b> |               |  |
|   | MGT 240 C   | Legal Environment of Business                     | 3            |              |               |  |
|   | <b>Economics</b>  |   |              | <b>Units</b> |               |  |
|   | ECON 100 C  | Principles of Economics-Macro                     | 3            |              |               |  |
|   | ECON 100HC  | Honors Principles of Economics-Macro              | 3            |              |               |  |
|   | ECON 105 C  | Principles of Economics-Micro                     | 3            |              |               |  |
|   | ECON 105HC  | Honors Principles of Economics-Micro              | 3            |              |               |  |
|   | <b>Political Science</b>  |   |              | <b>Units</b> |               |  |
|   | POSC 120 C  | Political Theory                                  | 3            |              |               |  |
|   | POSC 200 C  | Introduction to Political Science                 | 3            |              |               |  |
|   | POSC 215 C  | Comparative Politics                              | 3            |              |               |  |
|   | POSC 230 C  | International Relations                           | 3            |              |               |  |
|   | <b>Public Policy</b>  |   |              | <b>Units</b> |               |  |
| ETHS 101 C                                      | American Ethnic Studies   | 3   |              |              |               |  |
| ETHS 101HC                                      | Honors American Ethnic Studies  | 3   |              |              |               |  |
| HUSR 240 C                                      | Drugs and Alcohol in our Society  | 3   |              |              |               |  |
| JOUR 140 C                                      | Public Relations  | 3   |              |              |               |  |
| KIN 281 C                                       | Health and Social Justice   | 3   |              |              |               |  |
| KIN 285 C                                       | Global and Community Health   | 3   |              |              |               |  |
| <b>Diversity</b>                                |   |   | <b>Units</b> |              |               |  |
| ANTH 102 C                                      | Cultural Anthropology   | 3   |              |              |               |  |
| ANTH 102HC                                      | Honors Cultural Anthropology  | 3   |              |              |               |  |
| GEOG 160 C                                      | Cultural Geography  | 3   |              |              |               |  |
| <b>Perspectives of Under-Represented Groups</b> |   |   | <b>Units</b> |              |               |  |
| ETHS 130 C                                      | African-American History I  | 3   |              |              |               |  |
| ETHS 131 C                                      | African-American History II   | 3   |              |              |               |  |

|                             |  | MODIFY DEGREES/CERTIFICATES |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
|-----------------------------|--|-----------------------------|---------------------|----------|---------------|----------------------|---------|--|--|-----------|---|---------------------------|---------|--------------------------------|--------------------------------|---------|--------------------------------|--------------------------------|---------|-----------------------------------|----|--------------|------------|-------------------------------|---------|---------------------------------------|---------------------------|---|------------|--------------------------|---------|-----------------------------|---------|--------------|--------------------------|------------------------|---------|--------------------|--------------------|---------|--------------------------|---|---------|---------------------------------------|---|---------|--------------------------|---|---------|-----------------------------|---|---------|-----------------------------|---|---------|-------------------------------|---|---------|------------------------|---|---------|---------------------------------------|---|---------|-----------------------------------|---|---------|--|---|---------|----------------------------|----------|----------|-----------------------------|---|--------------------|--|---------|-----------|---|
| DEGREE                      |  |                             |                     | EFF DATE | JUSTIFICATION |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
|                             | <table border="1"> <tr><td>ETHS 151 C</td><td>Chicana-o History I</td><td>3</td></tr> <tr><td>ETHS 152 C</td><td>Chicana-o History II</td><td>3</td></tr> <tr><td>ETHS 153 C</td><td>Chicana-o and Latina-o Contemporary Issues</td><td>3</td></tr> <tr><td>ETHS 160 C</td><td>Native American History I</td><td>3</td></tr> <tr><td>ETHS 171 C</td><td>Asian Pacific American History</td><td>3</td></tr> <tr><td>HIST 270 C</td><td>Women in United States History</td><td>3</td></tr> <tr><td colspan="2"><b>College Success</b></td><td><b>Units</b></td></tr> <tr><td>COUN 105 C</td><td>Stress and Anxiety Management</td><td>1</td></tr> <tr><td>COUN 150 C</td><td>Academic and Life Success</td><td>3</td></tr> <tr><td>COUN 151 C</td><td>Career and Life Planning</td><td>3</td></tr> <tr><td colspan="2"><b>Internship/Fieldwork</b></td><td><b>Units</b></td></tr> <tr><td>HUSR 210 C</td><td>Introductory Fieldwork</td><td>3</td></tr> <tr><td>HUSR 211 C</td><td>Advanced Fieldwork</td><td>3</td></tr> <tr><td colspan="2"><b>Total Units</b></td><td>33-34</td></tr> </table>  | ETHS 151 C                  | Chicana-o History I | 3        | ETHS 152 C    | Chicana-o History II | 3       | ETHS 153 C                                   | Chicana-o and Latina-o Contemporary Issues | 3         | ETHS 160 C  | Native American History I | 3       | ETHS 171 C                     | Asian Pacific American History | 3       | HIST 270 C                     | Women in United States History | 3       | <b>College Success</b>            |    | <b>Units</b> | COUN 105 C | Stress and Anxiety Management | 1       | COUN 150 C                            | Academic and Life Success | 3 | COUN 151 C | Career and Life Planning | 3       | <b>Internship/Fieldwork</b> |         | <b>Units</b> | HUSR 210 C               | Introductory Fieldwork | 3       | HUSR 211 C         | Advanced Fieldwork | 3       | <b>Total Units</b>       |   | 33-34   |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| ETHS 151 C                  | Chicana-o History I  | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| ETHS 152 C                  | Chicana-o History II   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| ETHS 153 C                  | Chicana-o and Latina-o Contemporary Issues   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| ETHS 160 C                  | Native American History I  | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| ETHS 171 C                  | Asian Pacific American History   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| HIST 270 C                  | Women in United States History   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| <b>College Success</b>      |  | <b>Units</b>                |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| COUN 105 C                  | Stress and Anxiety Management  | 1                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| COUN 150 C                  | Academic and Life Success  | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| COUN 151 C                  | Career and Life Planning   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| <b>Internship/Fieldwork</b> |  | <b>Units</b>                |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| HUSR 210 C                  | Introductory Fieldwork   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| HUSR 211 C                  | Advanced Fieldwork   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| <b>Total Units</b>          |  | 33-34                       |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| Automotive Technology       | <p><b>Automotive Technology Certificate</b></p> <p><b>Required courses are listed in suggested sequence. Students must take AT 105 Automotive Electrical I (4 units) and then choose four of the five listed 12 unit courses (48 units): Total units 52.</b></p> <table border="1"> <thead> <tr><th></th><th></th><th>Units</th></tr> </thead> <tbody> <tr><td>AT105 C</td><td>Automotive Electrical I</td><td>4</td></tr> <tr><td>AT120 C</td><td>Auto Engine Repair/Machining</td><td>12</td></tr> <tr><td>AT130 C</td><td>Auto Chassis and Brake Systems</td><td>12</td></tr> <tr><td>AT140 C</td><td>Auto Drivetrains/Transmissions</td><td>12</td></tr> <tr><td>AT150 C</td><td>Auto Performance and Driveability</td><td>12</td></tr> <tr><td colspan="2">or</td><td></td></tr> <tr><td>AT200 C</td><td>Electronic and Electrical Diagnostics</td><td>12</td></tr> </tbody> </table> <p><b>Select a minimum of 3-4 units from the elective courses listed below</b></p> <table border="1"> <thead> <tr><th></th><th></th><th>Units</th></tr> </thead> <tbody> <tr><td>AT050 C</td><td>Auto Tech Special Projects</td><td>0.5 - 3</td></tr> <tr><td>AT101 C</td><td>Survey of the Automobile</td><td>3</td></tr> <tr><td>AT102 C</td><td>Automotive History</td><td>3</td></tr> <tr><td>AT106 C</td><td>Automotive Electrical II</td><td>4</td></tr> <tr><td>AT110 C</td><td>Introduction to Automotive Technology</td><td>4</td></tr> <tr><td>AT111 C</td><td>Automotive Quick Service</td><td>6</td></tr> <tr><td>AT115 C</td><td>Automotive Air Conditioning</td><td>4</td></tr> <tr><td>AT170 C</td><td>Clean Air Car Level 1 and 2</td><td>4</td></tr> <tr><td>AT171 C</td><td>Advanced Clean Air Car Course</td><td>2</td></tr> <tr><td>AT209 C</td><td>Toyota Portfolio TPORT</td><td>1</td></tr> <tr><td>AT250 C</td><td>Advanced Performance and Driveability</td><td>4</td></tr> <tr><td>AT280 C</td><td>Introduction to Alternative Fuels</td><td>4</td></tr> <tr><td>AT281 C</td><td>Introduction to Electric/Hybrid Vehicles</td><td>4</td></tr> <tr><td>AT298 C</td><td>Automotive Service Seminar</td><td>0.5 - 12</td></tr> <tr><td>MGT266 C</td><td>Human Relations in Business</td><td>3</td></tr> <tr><td colspan="2"><b>Total Units</b></td><td>55 - 56</td></tr> </tbody> </table> |                             |                     |          |               | Units                | AT105 C | Automotive Electrical I                      | 4  | AT120 C   | Auto Engine Repair/Machining  | 12                        | AT130 C | Auto Chassis and Brake Systems | 12                             | AT140 C | Auto Drivetrains/Transmissions | 12                             | AT150 C | Auto Performance and Driveability | 12 | or           |            |                               | AT200 C | Electronic and Electrical Diagnostics | 12                        |   |            | Units                    | AT050 C | Auto Tech Special Projects  | 0.5 - 3 | AT101 C      | Survey of the Automobile | 3                      | AT102 C | Automotive History | 3                  | AT106 C | Automotive Electrical II | 4 | AT110 C | Introduction to Automotive Technology | 4 | AT111 C | Automotive Quick Service | 6 | AT115 C | Automotive Air Conditioning | 4 | AT170 C | Clean Air Car Level 1 and 2 | 4 | AT171 C | Advanced Clean Air Car Course | 2 | AT209 C | Toyota Portfolio TPORT | 1 | AT250 C | Advanced Performance and Driveability | 4 | AT280 C | Introduction to Alternative Fuels | 4 | AT281 C | Introduction to Electric/Hybrid Vehicles | 4 | AT298 C | Automotive Service Seminar | 0.5 - 12 | MGT266 C | Human Relations in Business | 3 | <b>Total Units</b> |  | 55 - 56 | 2020 Fall | Remove: AT 220 C, AT 221 C<br>Add: AT 111 C, AT 106 C<br><br>Total units remain the same. |
|                             |  | Units                       |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT105 C                     | Automotive Electrical I  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT120 C                     | Auto Engine Repair/Machining   | 12                          |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT130 C                     | Auto Chassis and Brake Systems   | 12                          |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT140 C                     | Auto Drivetrains/Transmissions   | 12                          |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT150 C                     | Auto Performance and Driveability  | 12                          |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| or                          |  |                             |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT200 C                     | Electronic and Electrical Diagnostics  | 12                          |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
|                             |  | Units                       |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT050 C                     | Auto Tech Special Projects   | 0.5 - 3                     |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT101 C                     | Survey of the Automobile   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT102 C                     | Automotive History   | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT106 C                     | Automotive Electrical II   | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT110 C                     | Introduction to Automotive Technology  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT111 C                     | Automotive Quick Service   | 6                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT115 C                     | Automotive Air Conditioning  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT170 C                     | Clean Air Car Level 1 and 2  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT171 C                     | Advanced Clean Air Car Course  | 2                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT209 C                     | Toyota Portfolio TPORT   | 1                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT250 C                     | Advanced Performance and Driveability  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT280 C                     | Introduction to Alternative Fuels  | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT281 C                     | Introduction to Electric/Hybrid Vehicles   | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT298 C                     | Automotive Service Seminar   | 0.5 - 12                    |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| MGT266 C                    | Human Relations in Business  | 3                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| <b>Total Units</b>          |  | 55 - 56                     |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| Automotive Technology       | <p><b>Automotive T-TEN Engine and Driveline Specialist Certificate</b></p> <p><b>Required courses are listed in suggested sequence (23 units):</b></p> <table border="1"> <thead> <tr><th></th><th></th><th>Units</th></tr> </thead> <tbody> <tr><td>AT109 C</td><td>Introduction to Toyota Automotive Technology</td><td>4</td></tr> </tbody> </table>  |                             |                     |          |               | Units                | AT109 C | Introduction to Toyota Automotive Technology | 4  | 2020 Fall | This certificate is awarded when the student demonstrates completion of the T-TEN and NATEF (National Automotive Technician Education Foundation) curriculum tasks.<br><br>Remove: AT 121 C, AT 141 C |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
|                             |  | Units                       |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |
| AT109 C                     | Introduction to Toyota Automotive Technology   | 4                           |                     |          |               |                      |         |  |  |           |   |                           |         |                                |                                |         |                                |                                |         |                                   |    |              |            |                               |         |                                       |                           |   |            |                          |         |                             |         |              |                          |                        |         |                    |                    |         |                          |   |         |                                       |   |         |                          |   |         |                             |   |         |                             |   |         |                               |   |         |                        |   |         |                                       |   |         |                                   |   |         |  |   |         |                            |          |          |                             |   |                    |  |         |           |   |

| MODIFY DEGREES/CERTIFICATES |  |  |              | EFF DATE  | JUSTIFICATION   |
|-----------------------------|--|--|--------------|-----------|---|
| DEGREE                      |  |  |              |           |   |
|                             | AT210 C  | T-TEN Internal Combustion Engines and Alternative Fuels    | 6            |           | Add: AT 210 C, AT 223 C   |
|                             | AT223 C  | T-TEN Transmissions, Driveline, and Electric Drivetrain    | 12           |           | Total units from 17 to 23   |
|                             | AT213 C  | Toyota Portfolio II TPORT (II)                             | 1            |           |   |
|                             | Total Units  |  | 23           |           |   |
| Automotive Technology       | <b>Automotive T-TEN Toyota and Lexus Specialist Certificate</b>  |  |              | 2020 Fall | This certificate is awarded when the student has completed all T-TEN related course work, demonstrates proficiency in the T-TEN and NATEF (National Automotive Technician Foundation) curriculum tasks and has met the graduation requirements for T-TEN.<br>Remove: AT 112 C, AT 130 C, AT 115 C, AT 121 C, AT 141 C, AT 150 C<br>Add: AT 260 C, AT 254 C, AT 270 C, AT 210 C, AT 232 C, AT 283 C<br>Total units from 56 to 62 |
|                             | <b>Required courses are listed in suggested sequence (62 units):</b>   |  |              |           |   |
|                             |  |  | Units        |           |   |
|                             | AT109 C  | Introduction to Toyota Automotive Technology               | 4            |           |   |
|                             | AT260 C  | T-TEN Toyota Electrical Systems                            | 12           |           |   |
|                             | AT254 C  | T-TEN Brakes, Steering, Suspension and Chassis Electronics | 12           |           |   |
|                             | AT270 C  | T-TEN Climate Control Systems                              | 4            |           |   |
|                             | AT210 C  | T-TEN Internal Combustion Engines and Alternative Fuels    | 6            |           |   |
|                             | AT232 C  | T-TEN Transmissions, Driveline, and Electric Drivetrain    | 12           |           |   |
|                             | AT283 C  | TTEN ICE/HV/EV Performance and Driveability                | 12           |           |   |
|                             | Total Units  |  | 62           |           |   |
| Counseling                  | <b>CSU General Education (CSU GE Breadth) Certificate of Achievement</b>   |  |              | 2019 Fall | Course changes within the certificate. Annual update to include minor course revisions and addition of CSU GE courses based on annual cycle for submission approvals.<br><br>Removed: KIN 285 C in area E.<br><b>Lifelong Understanding and Self Development, MUS 103 C in area C. Arts and Humanities</b><br><br>Additional courses listed below have been added due to receiving CSU GE approval.                             |
|                             | <b>Note:</b><br>CSU/IGETC Certificate of Achievement only confirms completing CSU and/or UC general education requirements and does not meet Associate degree or transfer requirements. Refer to the College Catalog and meet with a Counselor for additional information. |  |              |           |   |
|                             | <b>A. ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING -9 Unit Minimum (Must include a minimum of 3-units from each area).</b>   |  |              |           |   |
|                             | <b>A1. Oral Communication:</b>   |  |              |           |   |
|                             | COMM 100 C   | Human Communication  | 3            |           |   |
|                             | or   |  |              |           |   |
|                             | COMM 100HC   | Honors Human Communication                                 | 3            |           |   |
|                             | <b>A2. Written Communication:</b>  |  | <b>Units</b> |           |   |
|                             | ENGL 100 C   | College Writing  | 4            |           |   |
|                             | or   |  |              |           |   |
|                             | ENGL 100HC   | Honors College Writing                                     | 4            |           |   |
|                             | <b>A3. Critical Thinking:</b>  |  | <b>Units</b> |           |   |
|                             | COMM 135 C   | Argument and Critical Thinking                             | 3            |           |   |
|                             | COMM 138 C   | Forensics  | 1 - 2        |           |   |
|                             | COMM 238 C   | Forensics  | 1 - 2        |           |   |
|                             | ENGL 103 C   | Critical Reasoning and Writing                             | 4            |           |   |
|                             | or   |  |              |           |   |
|                             | ENGL 103HC   | Honors Critical Reasoning and Writing                      | 4            |           |   |
|                             | ENGL 104 C   | Critical Analysis and Literature                           | 4            |           |   |
|                             | or   |  |              |           |   |
|                             | ENGL 104HC   | Honors Critical Analysis and Literature                    | 4            |           |   |
|                             | ENGL 106 C   | Critical Reading, Writing and Thinking                     | 3            |           |   |
|                             | PHIL 170 C   | Logic and Critical Thinking                                | 3            |           |   |
|                             | PHIL 172 C   | Critical Thinking and Writing                              | 3            |           |   |
|                             | PHIL 175 C   | Symbolic Logic   | 3            |           |   |
|                             | <b>B. SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING - 9 Unit Minimum (must include one course from Physical Science AND one course from Life Science AND one course from Mathematics. One of the science courses must include a corresponding laboratory experience).</b>  |  |              |           |   |
|                             | <b>B1/B3. Physical Science w/ Lab:</b>   |  |              |           |   |
|                             | <b>B2. Physical Sciences w/o Lab:</b>  |  |              |           |   |
|                             | BIOL107C   | Nutrition and World Food Issues                            |              |           |   |
|                             | <b>C1. Arts and Humanities</b>   |  |              |           |   |
|                             | MAD110 C   | Animation History and Technology                           |              |           |   |
|                             | MAD191 C   | Film Noir Genre  |              |           |   |
|                             | MAD192 C   | Great Directors of Cinema                                  |              |           |   |
|                             | MAD195 C   | Science Fiction Film Genre                                 |              |           |   |
|                             | MAD197 C   | Western Film Genre   |              |           |   |
|                             | MM105 C  | Introduction to Media Aesthetics                           |              |           |   |
|                             | <b>C2. Humanities</b>  |  |              |           |   |
|                             | ETHS101 C  | American Ethnic Studies                                    |              |           |   |
|                             | ETHS101HC  | Honors American Ethnic Studies                             |              |           |   |
|                             | ETHS129 C  | Introduction to African-American Studies                   |              |           |   |
|                             | ETHS150 C  | Introduction to Chicana-o Studies                          |              |           |   |
|                             | <b>D. Social Sciences</b>  |  |              |           |   |
|                             | ANTH208 C  | Anthropology of Death                                      |              |           |   |
|                             | ANTH212 C  | Applied and Practicing Anthropology                        |              |           |   |
|                             | <b>D7. Interdisciplinary, Social or Behavioral Sciences:</b>   |  |              |           |   |
|                             | COMM105 C  | Interpersonal Communication                                |              |           |   |
|                             | KIN283 C   | Women's Health   |              |           |   |
|                             | <b>D8. Political Science, Government, and Legal Institutions:</b>  |  |              |           |   |
|                             | AJ160 C  | Community and the Justice System                           |              |           |   |
|                             | <b>D9. Psychology:</b>   |  |              |           |   |
|                             | PSY120 C   | Human Sexuality  |              |           |   |

|                     |                                | MODIFY DEGREES/CERTIFICATES            |     |              |                              |
|---------------------|--------------------------------|--|-----|--------------|------------------------------|
| DEGREE              |                                |  |     | EFF DATE     | JUSTIFICATION                |
| Counseling<br>Cont. | ASTR 116 C                     | Introduction to Astronomy              | 3   |              | Total units remain the same. |
|                     |                                | and                                    |     |              |                              |
|                     | ASTR 117 C                     | Astronomy Lab                          | 1   |              |                              |
|                     |                                | or                                     |     |              |                              |
|                     | ASTR 116HC                     | Honors Introduction to Astronomy       | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | ASTR 117HC                     | Honors Astronomy Lab                   | 1   |              |                              |
|                     | CHEM 100 C                     | Chemistry for Daily Life               | 4   |              |                              |
|                     | CHEM 101 C                     | Chemistry for Health Science Majors I  | 4   |              |                              |
|                     | CHEM 104 C                     | Physical Science for Teachers          | 4   |              |                              |
|                     | CHEM 107 C                     | Preparation for General Chemistry      | 5   |              |                              |
|                     | CHEM 111AC                     | General Chemistry I                    | 5   |              |                              |
|                     | CHEM 111BC                     | General Chemistry II                   | 5   |              |                              |
|                     | CHEM 201 C                     | Chemistry for Health Science Majors II | 4.5 |              |                              |
|                     | GEOG 102 C                     | Physical Geography                     | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOG 102LC                     | Physical Geography - Lab               | 1   |              |                              |
|                     | GEOL 100 C                     | Physical Geology                       | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOL 101 C                     | Physical Geology Laboratory            | 1   |              |                              |
|                     |                                | or                                     |     |              |                              |
|                     | GEOL 100HC                     | Honors Physical Geology                | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOL 101 C                     | Physical Geology Laboratory            | 1   |              |                              |
|                     |                                | or                                     |     |              |                              |
|                     | GEOL 100 C                     | Physical Geology                       | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOL 115 C                     | Physical Geology Field Lab             | 1   |              |                              |
|                     |                                | or                                     |     |              |                              |
|                     | GEOL 100HC                     | Honors Physical Geology                | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOL 115 C                     | Physical Geology Field Lab             | 1   |              |                              |
|                     | GEOL 103 C                     | Historical Geology                     | 4   |              |                              |
|                     | GEOL 105 C                     | Earth Science for Teachers             | 4   |              |                              |
|                     | GEOL 130 C                     | Introduction to Oceanography           | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
|                     | GEOL 131 C                     | Introduction to Oceanography Lab       | 1   |              |                              |
|                     | PHSC 104 C                     | Physical Science for Teachers          | 4   |              |                              |
|                     | PHYS 130 C                     | Elementary Physics                     | 4   |              |                              |
|                     | PHYS 201 C                     | College Physics I                      | 4   |              |                              |
|                     | PHYS 202 C                     | College Physics II                     | 4   |              |                              |
|                     | PHYS 210 C                     | Physics for Life Sciences I            | 4   |              |                              |
|                     | PHYS 211 C                     | Physics for Life Sciences II           | 4   |              |                              |
|                     | PHYS 221 C                     | General Physics I                      | 4   |              |                              |
|                     | PHYS 222 C                     | General Physics II                     | 4   |              |                              |
|                     | PHYS 223 C                     | General Physics III                    | 4   |              |                              |
|                     |                                |  |     |              |                              |
|                     |                                | <b>B2/B3. Life Sciences w/Lab:</b>     |     | <b>Units</b> |                              |
|                     | ANTH 101 C                     | Biological Anthropology                | 3   |              |                              |
|                     |                                | and                                    |     |              |                              |
| ANTH 101LC          | Biological Anthropology Lab    | 1                                      |     |              |                              |
|                     | or                             |  |     |              |                              |
| ANTH 101HC          | Honors Biological Anthropology | 3                                      |     |              |                              |
|                     | and                            |  |     |              |                              |
| ANTH 101LC          | Biological Anthropology Lab    | 1                                      |     |              |                              |
| BIOL 101 C          | General Biology                | 4                                      |     |              |                              |
|                     | or                             |  |     |              |                              |
| BIOL 101HC          | Honors General Biology         | 4                                      |     |              |                              |
| BIOL 122 C          | Marine Biology                 | 4                                      |     |              |                              |
| BIOL 174 C          | Biology of Cells and Tissues   | 4                                      |     |              |                              |
| BIOL 175 C          | Evolution and Biodiversity     | 4                                      |     |              |                              |
| BIOL 210 C          | Anatomy and Physiology         | 5                                      |     |              |                              |
| BIOL 231 C          | General Human Anatomy          | 4                                      |     |              |                              |
| BIOL 241 C          | General Human Physiology       | 4                                      |     |              |                              |
| BIOL 276 C          | Ecology and Physiology         | 4                                      |     |              |                              |

|                     |   | MODIFY DEGREES/CERTIFICATES                       |              |          |               |  |
|---------------------|---|---|--------------|----------|---------------|--|
| DEGREE              |   |   |              | EFF DATE | JUSTIFICATION |  |
| Counseling<br>Cont. | <b>B1. Physical Sciences w/o Lab:</b>   |   | <b>Units</b> |          |               |  |
|                     | ASTR 116 C  | Introduction to Astronomy                         | 3            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | ASTR 116HC  | Honors Introduction to Astronomy                  | 3            |          |               |  |
|                     | CHEM 103 C  | Chemistry and Society                             | 3            |          |               |  |
|                     | GEOG 102 C  | Physical Geography                                | 3            |          |               |  |
|                     | GEOG 140 C  | Weather and Climate                               | 3            |          |               |  |
|                     | GEOL 100 C  | Physical Geology                                  | 3            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | GEOL 100HC  | Honors Physical Geology                           | 3            |          |               |  |
|                     | GEOL 120 C  | Geology of California                             | 3            |          |               |  |
|                     | GEOL 125 C  | Natural Disasters                                 | 3            |          |               |  |
|                     | GEOL 130 C  | Introduction to Oceanography                      | 3            |          |               |  |
|                     | GEOL 190 C  | Environmental Geology                             | 3            |          |               |  |
|                     | <b>B2. Life Science w/o Lab:</b>  |   | <b>Units</b> |          |               |  |
|                     | ANTH 101 C  | Biological Anthropology                           | 3            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | ANTH 101HC  | Honors Biological Anthropology                    | 3            |          |               |  |
|                     | ANTH 210 C  | Introduction to Forensic Anthropology             | 3            |          |               |  |
|                     | BIOL 102 C  | Human Biology                                     | 3            |          |               |  |
|                     | BIOL 107 C  | Nutrition and World Food Issues                   | 3            |          |               |  |
|                     | BIOL 103 C  | Environmental Science                             | 3            |          |               |  |
|                     | BIOL 277 C  | Genetics  | 3            |          |               |  |
|                     | BIOL 278 C  | Molecular Biology                                 | 4            |          |               |  |
|                     | PSY 221 C   | The Brain and Behavior                            | 3            |          |               |  |
|                     | <b>B4. Mathematics and Quantitative Reasoning:</b>  |   | <b>Units</b> |          |               |  |
|                     | MATH 100 C  | Liberal Arts Mathematics                          | 3            |          |               |  |
|                     | MATH 110 C  | Math for Prospective Teachers                     | 4            |          |               |  |
|                     | MATH 115 C  | Finite Mathematics                                | 4            |          |               |  |
|                     | MATH 120 C  | Introduction to Probability and Statistics        | 4            |          |               |  |
|                     | MATH 130 C  | Survey of Calculus                                | 4            |          |               |  |
|                     | MATH 141 C  | College Algebra                                   | 4            |          |               |  |
|                     | MATH 142 C  | Trigonometry                                      | 4            |          |               |  |
|                     | MATH 150AC  | Calculus I  | 4            |          |               |  |
|                     | MATH 150BC  | Calculus II                                       | 4            |          |               |  |
|                     | MATH 250AC  | Multivariable Calculus                            | 4            |          |               |  |
|                     | MATH 250BC  | Linear Algebra and Differential Equations         | 5            |          |               |  |
|                     | PSY 161 C   | Probability and Statistics-Social Sciences        | 4            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | PSY 161HC   | Honors Probability and Statistics-Social Sciences | 4            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | SOC 161 C   | Probability and Statistics-Social Sciences        | 4            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | SOC 161HC   | Honors Probability and Statistics-Social Sciences | 4            |          |               |  |
|                     | <b>C. ARTS AND HUMANITIES - 9 Unit Minimum (Must include at least one course in the Arts and one course in the Humanities).</b> |   | <b>Units</b> |          |               |  |
|                     | <b>C1. Arts (Art, Dance, Music and Theater):</b>  |   | <b>Units</b> |          |               |  |
|                     | ART 100 C   | Fundamentals of Art                               | 3            |          |               |  |
|                     | ART 110 C   | Introduction to Art                               | 3            |          |               |  |
|                     | ART 111 C   | Survey of Art History I                           | 3            |          |               |  |
|                     | ART 112 C   | Survey of Art History II                          | 3            |          |               |  |
|                     |   | or  |              |          |               |  |
|                     | ART 112HC   | Honors Survey of Art History II                   | 3            |          |               |  |
|                     | ART 114 C   | Modern Art History                                | 3            |          |               |  |
|                     | ART 120 C   | Two-Dimensional Design                            | 3            |          |               |  |
|                     | ART 150 C   | Ceramics <del>Handbuilding</del>                  | 3            |          |               |  |
|                     | ART 151 C   | Ceramics Throwing                                 | 3            |          |               |  |
|                     | ART 182 C   | Beginning Drawing                                 | 3            |          |               |  |
|                     | ART 194 C   | Beginning Painting                                | 3            |          |               |  |
|                     | ART 216 C   | Latin American Art                                | 3            |          |               |  |
|                     | DANC 101 C  | Multicultural Dance in the US                     | 3            |          |               |  |
| ENGL 125 C          | The Film  | 3   |              |          |               |  |
|                     | or  |   |              |          |               |  |
| ENGL 125HC          | Honors Film   | 3   |              |          |               |  |

|                     |            | MODIFY DEGREES/CERTIFICATES                                       |   |              |               |  |
|---------------------|------------|---|---|--------------|---------------|--|
| DEGREE              |            |   |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont. | MAD 110 C  | Animation History and Technology                                  | 3                                       |              |               |  |
|                     | MAD 191 C  | Film Noir Genre   | 3                                       |              |               |  |
|                     | MAD 192 C  | Great Directors of Cinema   | 3                                       |              |               |  |
|                     | MAD 195 C  | Science Fiction Film Genre  | 3                                       |              |               |  |
|                     | MAD 196 C  | Silent Film Genre   | 3                                       |              |               |  |
|                     | MAD 197 C  | Western Film Genre  | 3                                       |              |               |  |
|                     | MAD 198 C  | Horror Film Genre   | 3                                       |              |               |  |
|                     | MM 105 C   | Introduction to Media Aesthetics                                  | 3                                       |              |               |  |
|                     | MUS 101 C  | Music Fundamentals  | 3                                       |              |               |  |
|                     | MUS 103 C  | Theory I  | 3                                       |              |               |  |
|                     | MUS 113 C  | Jazz History  | 3                                       |              |               |  |
|                     | MUS 116 C  | Music Appreciation  | 3                                       |              |               |  |
|                     | MUS 117 C  | American Popular Music  | 3                                       |              |               |  |
|                     | MUS 118 C  | Introduction to Opera   | 3                                       |              |               |  |
|                     |            | or  |   |              |               |  |
|                     | MUS 118HC  | Honors Introduction to Opera                                      | 3                                       |              |               |  |
|                     | MUS 119 C  | History of Rock Music   | 3                                       |              |               |  |
|                     | MUS 120 C  | Survey of Music History   | 3                                       |              |               |  |
|                     | MUS 127 C  | Music in Film   | 3                                       |              |               |  |
|                     | PHOT 101 C | Introduction to Photography                                       | 3                                       |              |               |  |
|                     | PHOT 204 C | History of Photography  | 3                                       |              |               |  |
|                     | THEA 100 C | Introduction to the Theater                                       | 3                                       |              |               |  |
|                     | THEA 102 C | World Theater History I   | 3                                       |              |               |  |
|                     | THEA 107 C | Diversity in American Theater                                     | 3                                       |              |               |  |
|                     |            | or  |   |              |               |  |
|                     | THEA 107HC | Honors Diversity in American Theater                              | 3                                       |              |               |  |
|                     | THEA 120 C | Acting I  | 3                                       |              |               |  |
|                     | THEA 121 C | Dynamic Movement for the Stage                                    | 2                                       |              |               |  |
|                     | THEA 126 C | Musical Theater Techniques I                                      | 3                                       |              |               |  |
|                     | THEA 129 C | Voice and Diction   | 3                                       |              |               |  |
|                     | THEA 132 C | Musical Theater Performance I                                     | 2 - 3                                   |              |               |  |
|                     | THEA 133 C | Rehearsal Performance I   | 2 - 3                                   |              |               |  |
|                     | THEA 145 C | Fundamentals of Costume Design                                    | 3                                       |              |               |  |
|                     | THEA 149 C | Stage Crew I- Running   | 1 - 2                                   |              |               |  |
|                     |            |   |   |              |               |  |
|                     |            | <b>C2. Humanities(Literature, Philosophy, Foreign Languages):</b> |   | <b>Units</b> |               |  |
|                     |            | ANTH 105 C  | Introduction to Linguistic Anthropology | 3            |               |  |
|                     |            | ANTH 107 C  | Magic, Witchcraft and Religion          | 3            |               |  |
|                     |            | CHIN 101 C  | Elementary Chinese-Mandarin I           | 5            |               |  |
|                     |            | CHIN 102 C  | Elementary Chinese-Mandarin II          | 5            |               |  |
|                     |            | CHIN 203 C  | Intermediate Chinese-Mandarin III       | 5            |               |  |
|                     |            | COMM 220 C  | The Rhetoric of the City                | 3            |               |  |
|                     |            | or  |   |              |               |  |
|                     |            | COMM 220HC  | Honors Rhetoric of the City             | 3            |               |  |
|                     |            | ENGL 102 C  | Introduction to Literature              | 3            |               |  |
|                     |            | or  |   |              |               |  |
|                     |            | ENGL 102HC  | Honors Introduction to Literature       | 3            |               |  |
|                     |            | ENGL 110 C  | Humanities: Ancient and Medieval        | 3            |               |  |
|                     |            | ENGL 111 C  | Humanities: Renaissance-Present         | 3            |               |  |
|                     |            | ENGL 208 C  | Asian American Literature               | 3            |               |  |
|                     |            | ENGL 211 C  | English Literature to 1760              | 3            |               |  |
|                     |            | ENGL 212 C  | English Literature Since 1760           | 3            |               |  |
|                     |            | ENGL 221 C  | American Literature to 1865             | 3            |               |  |
|                     |            | ENGL 222 C  | American Literature Since 1865          | 3            |               |  |
|                     |            | ENGL 234 C  | Shakespeare                             | 3            |               |  |
|                     |            | or  |   |              |               |  |
|                     |            | ENGL 234HC  | Honors Shakespeare                      | 3            |               |  |
|                     |            | ENGL 239 C  | Survey-Children's Literature            | 3            |               |  |
|                     |            | ENGL 243 C  | Mythology                               | 3            |               |  |
|                     |            | ENGL 247 C  | Multicultural Literature                | 3            |               |  |
|                     |            | ENGL 248 C  | Science Fiction                         | 3            |               |  |
|                     |            | ENGL 255 C  | African-American Literature I           | 3            |               |  |
|                     |            | ENGL 256 C  | African-American Literature II          | 3            |               |  |
|                     |            | ENGL 260 C  | Survey of Arabic Literature             | 3            |               |  |
|                     |            | ETHS 101 C  | American Ethnic Studies                 | 3            |               |  |
|                     | ETHS 101HC | Honors American Ethnic Studies                                    | 3                                       |              |               |  |
|                     | ETHS 129 C | Introduction to African American Studies                          | 3                                       |              |               |  |
|                     | ETHS 130 C | African-American History I  | 3                                       |              |               |  |
|                     | ETHS 131 C | African-American History II                                       | 3                                       |              |               |  |
|                     | ETHS 150 C | Introduction to Chicana-o Studies                                 | 3                                       |              |               |  |
|                     | ETHS 151 C | Chicana-o History I   | 3                                       |              |               |  |
|                     | ETHS 152 C | Chicana-o History II  | 3                                       |              |               |  |
|                     | ETHS 160 C | Native American History   | 3                                       |              |               |  |
|                     | ETHS 171 C | Asian Pacific American History                                    | 3                                       |              |               |  |
|                     | FREN 101 C | Elementary French I   | 5                                       |              |               |  |
|                     | FREN 102 C | Elementary French II  | 5                                       |              |               |  |
|                     | FREN 200 C | Conversational French   | 2                                       |              |               |  |
|                     | FREN 203 C | Intermediate French III   | 4                                       |              |               |  |
|                     | FREN 204 C | Intermediate French IV  | 4                                       |              |               |  |

|                       |  | MODIFY DEGREES/CERTIFICATES                |   |              |               |  |
|-----------------------|--|--|---|--------------|---------------|--|
| DEGREE                |  |  |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont.   | HIST 110 C   | Western Civilizations I                    | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 110HC   | Honors Western Civilizations I             | 3 |              |               |  |
|                       | HIST 111 C   | Western Civilizations II                   | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 111HC   | Honors Western Civilizations II            | 3 |              |               |  |
|                       | HIST 112 C   | World Civilizations I                      | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 112HC   | Honors World Civilizations I               | 3 |              |               |  |
|                       | HIST 113 C   | World Civilizations II                     | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 113HC   | Honors World Civilizations II              | 3 |              |               |  |
|                       | HIST 160 C   | Asian Civilizations I                      | 3 |              |               |  |
|                       | HIST 161 C   | Asian Civilizations II                     | 3 |              |               |  |
|                       | HIST 163 C   | History of Mexico                          | 3 |              |               |  |
|                       | HIST 165 C   | History of the Middle East                 | 3 |              |               |  |
|                       | HIST 170 C   | History of the United States I             | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 170HC   | Honors History of the United States I      | 3 |              |               |  |
|                       | HIST 171 C   | History of the United States II            | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | HIST 171HC   | Honors History of the United States II     | 3 |              |               |  |
|                       | HIST 270 C   | Women in United States History             | 3 |              |               |  |
|                       | HIST 275 C   | History of California                      | 3 |              |               |  |
|                       | INDS 100 C   | Humanities Ancient and Medieval            | 3 |              |               |  |
|                       | INDS 101 C   | Humanities Renaissance-Present             | 3 |              |               |  |
|                       | JAPN 101 C   | Elementary Japanese I                      | 5 |              |               |  |
|                       | JAPN 102 C   | Elementary Japanese II                     | 5 |              |               |  |
|                       | JAPN 200 C   | Conversational Japanese                    | 2 |              |               |  |
|                       | JAPN 203 C   | Intermediate Japanese III                  | 4 |              |               |  |
|                       | JAPN 204 C   | Intermediate Japanese IV                   | 4 |              |               |  |
|                       | PHIL 100 C   | Introduction to Philosophy                 | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | PHIL 100HC   | Honors Introduction to Philosophy          | 3 |              |               |  |
|                       | PHIL 101 C   | Introduction to Religious Studies          | 3 |              |               |  |
|                       | PHIL 110 C   | Religions of the East                      | 3 |              |               |  |
|                       | PHIL 120 C   | Religions of the West                      | 3 |              |               |  |
|                       | PHIL 135 C   | Social and Political Philosophy            | 3 |              |               |  |
|                       | PHIL 160 C   | Introduction to Ethics                     | 3 |              |               |  |
|                       | PHIL 201 C   | History of Ancient Philosophy              | 3 |              |               |  |
|                       | PHIL 202 C   | History of Modern Philosophy               | 3 |              |               |  |
|                       | PHIL 230 C   | Philosophy of Religion                     | 3 |              |               |  |
|                       | PHIL 240 C   | Jesus and His Interpreters                 | 3 |              |               |  |
|                       | PORT 101 C   | Elementary Portuguese I                    | 5 |              |               |  |
|                       | PORT 102 C   | Elementary Portuguese II                   | 5 |              |               |  |
|                       | SPAN 101 C   | Elementary Spanish I                       | 5 |              |               |  |
|                       | SPAN 102 C   | Elementary Spanish II                      | 5 |              |               |  |
|                       | SPAN 200 C   | Conversational Spanish                     | 2 |              |               |  |
|                       | SPAN 202 C   | Spanish for Spanish Speakers II            | 5 |              |               |  |
|                       | SPAN 201 C   | Spanish for Spanish Speakers I             | 5 |              |               |  |
|                       | SPAN 203 C   | Intermediate Spanish III                   | 4 |              |               |  |
|                       | SPAN 204 C   | Intermediate Spanish IV                    | 4 |              |               |  |
|                       | <b>D. SOCIAL SCIENCES - 9 Unit Minimum (Must take courses in at least two different disciplines. Students strongly encouraged to take classes that double-count for CSU graduation requirements; one from Group A and one from Group B below).</b> |  |   |              |               |  |
|                       | <b>D1. Anthropology and Archaeology:</b>   |  |   |              | <b>Units</b>  |  |
|                       | ANTH 102 C   | Cultural Anthropology                      | 3 |              |               |  |
|                       |  | or   |   |              |               |  |
|                       | ANTH 102HC   | Honors Cultural Anthropology               | 3 |              |               |  |
|                       | ANTH 103 C   | Introduction to Archaeology                | 3 |              |               |  |
|                       | ANTH 104 C   | Comparative Cultures                       | 3 |              |               |  |
|                       | ANTH 106 C   | Human Prehistory and Ancient Civilizations | 3 |              |               |  |
|                       | ANTH 105 C   | Introduction to Linguistic Anthropology    | 3 |              |               |  |
|                       | ANTH 107 C   | Magic, Witchcraft and Religion             | 3 |              |               |  |
|                       | ANTH 208 C   | Anthropology of Death                      | 3 |              |               |  |
|                       | ANTH 121 C   | Native North America                       | 3 |              |               |  |
|                       | ANTH 212 C   | Applied and Practicing Anthropology        | 3 |              |               |  |
| ANTH 225 C            | Ancient Cultures of Mexico and Central America   | 3  |   |              |               |  |
| <b>D2. Economics:</b> |  |  |   | <b>Units</b> |               |  |
| ECON 100 C            | Principles of Economics-Macro  | 3  |   |              |               |  |
|                       | or   |  |   |              |               |  |
| ECON 100HC            | Honors Principles of Economics   | 3  |   |              |               |  |
| ECON 105 C            | Principles of Economics-Micro  | 3  |   |              |               |  |
|                       | or   |  |   |              |               |  |
| ECON 105HC            | Honors Principles of Economics   | 3  |   |              |               |  |
| ECON 110 C            | Survey of Economics  | 3  |   |              |               |  |
| ECON 120 C            | International Economics  | 3  |   |              |               |  |
| ECON 260 C            | Economic Geography   | 3  |   |              |               |  |
|                       | or   |  |   |              |               |  |
| GEOG 260 C            | Economic Geography   | 3  |   |              |               |  |



| MODIFY DEGREES/CERTIFICATES |   | EFF DATE     | JUSTIFICATION |
|-----------------------------|---|--------------|---------------|
| DEGREE                      |   |              |               |
| Counseling<br>Cont.         | <b>D3. Ethnic Studies:</b>                                | <b>Units</b> |               |
|                             | ETHS 101 C American Ethnic Studies                        | 3            |               |
|                             | or  |              |               |
|                             | ETHS 101HC Honors American Ethnic Studies                 | 3            |               |
|                             | ETHS 129 C Introduction to African-American Studies       | 3            |               |
|                             | ETHS 130 C African-American History I                     | 3            |               |
|                             | ETHS 131 C African-American History II                    | 3            |               |
|                             | ETHS 150 C Introduction to Chicana-o Studies              | 3            |               |
|                             | ETHS 151 C Chicana-o History I                            | 3            |               |
|                             | ETHS 152 C Chicana-o History II                           | 3            |               |
|                             | ETHS 153 C Chicana-o and Latina-o Contemporary Issues     | 3            |               |
|                             | ETHS 160 C Native American History                        | 3            |               |
|                             | ETHS 170 C Introduction to Asian Pacific American Studies | 3            |               |
|                             | ETHS 171 C Asian Pacific American History                 | 3            |               |
|                             | HS 277 C Cultural Awareness and the Health Care System    | 3            |               |
|                             | PSY 131 C Cross-Cultural Psychology                       | 3            |               |
|                             | <b>D4. Gender Studies:</b>                                | <b>Units</b> |               |
|                             | HIST 270 C Women in United States History                 | 3            |               |
|                             | POSC 101 C Gender and American Politics                   | 3            |               |
|                             | SOC 225 C Sociology of Women                              | 3            |               |
|                             | <b>D5. Geography:</b>                                     | <b>Units</b> |               |
|                             | ECON 260 C Economic Geography                             | 3            |               |
|                             | GEOG 100 C World Geography                                | 3            |               |
|                             | or  |              |               |
|                             | GEOG 100HC Honors World Geography                         | 3            |               |
|                             | GEOG 130 C California Geography                           | 3            |               |
|                             | GEOG 160 C Cultural Geography                             | 3            |               |
|                             | GEOG 260 C Economic Geography                             | 3            |               |
|                             | <b>D6. History:</b>                                       | <b>Units</b> |               |
|                             | ETHS 101 C American Ethnic Studies                        | 3            |               |
|                             | or  |              |               |
|                             | ETHS 101HC Honors American Ethnic Studies                 | 3            |               |
|                             | ETHS 130 C African-American History I                     | 3            |               |
|                             | ETHS 131 C African-American History II                    | 3            |               |
|                             | ETHS 151 C Chicana-o History I                            | 3            |               |
|                             | ETHS 152 C Chicana-o History II                           | 3            |               |
|                             | ETHS 160 C Native American History                        | 3            |               |
|                             | ETHS 171 C Asian Pacific American History                 | 3            |               |
|                             | HIST 110 C Western Civilizations I                        | 3            |               |
|                             | or  |              |               |
|                             | HIST 110HC Honors Western Civilizations I                 | 3            |               |
|                             | HIST 111 C Western Civilizations II                       | 3            |               |
|                             | or  |              |               |
|                             | HIST 111HC Honors Western Civilizations II                | 3            |               |
|                             | HIST 112 C World Civilizations I                          | 3            |               |
|                             | or  |              |               |
|                             | HIST 112HC Honors World Civilizations I                   | 3            |               |
|                             | HIST 113 C World Civilizations II                         | 3            |               |
|                             | or  |              |               |
|                             | HIST 113HC Honors World Civilizations II                  | 3            |               |
|                             | HIST 135 C History of Africa                              | 3            |               |
|                             | HIST 142 C History of Latin America I                     | 3            |               |
|                             | HIST 143 C History of Latin America II                    | 3            |               |
|                             | HIST 151 C Survey of British History I                    | 3            |               |
|                             | HIST 152 C Survey of British History II                   | 3            |               |
|                             | HIST 160 C Asian Civilizations I                          | 3            |               |
|                             | HIST 161 C Asian Civilizations II                         | 3            |               |
|                             | HIST 190 C History of the Americas I                      | 3            |               |
|                             | HIST 191 C History of the Americas II                     | 3            |               |
|                             | HIST 163 C History of Mexico                              | 3            |               |
|                             | HIST 165 C History of the Middle East                     | 3            |               |

|                     |  | MODIFY DEGREES/CERTIFICATES                                       |   |              |               |  |
|---------------------|--|---|---|--------------|---------------|--|
| DEGREE              |  |   |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont. | HIST 170 C   | History of the United States I                                    | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | HIST 170HC   | Honors History of the United States I                             | 3 |              |               |  |
|                     | HIST 171 C   | History of the United States II                                   | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | HIST 171HC   | Honors History of the United States II                            | 3 |              |               |  |
|                     | HIST 270 C   | Women in United States History                                    | 3 |              |               |  |
|                     | HIST 275 C   | History of California   | 3 |              |               |  |
|                     |  |   |   |              |               |  |
|                     |  | <b>D7. Interdisciplinary, Social or Behavioral Science:</b>       |   | <b>Units</b> |               |  |
|                     | COMM 105 C   | Interpersonal Communication                                       | 3 |              |               |  |
|                     | COMM 120 C   | Intercultural Communication                                       | 3 |              |               |  |
|                     | ETHS 235 C   | American Social Justice Movements                                 | 3 |              |               |  |
|                     | HUSR 200 C   | Introduction to Human Services                                    | 3 |              |               |  |
|                     | JOUR 110 C   | Global Media  | 3 |              |               |  |
|                     | JOUR 118 C   | Messages for Electronic Media                                     | 3 |              |               |  |
|                     | KIN 248 C  | Psychology of Sport   | 3 |              |               |  |
|                     | KIN 283 C  | Women's Health  | 3 |              |               |  |
|                     | MGT 161 C  | Introduction to Business  | 3 |              |               |  |
|                     |  |   |   |              |               |  |
|                     |  | <b>D8. Political Science, Government, and Legal Institutions:</b> |   | <b>Units</b> |               |  |
|                     | AJ 160 C   | Community and the Justice System                                  | 3 |              |               |  |
|                     | POSC 100 C   | United States Government  | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | POSC 100HC   | Honors United States Government                                   | 3 |              |               |  |
|                     | POSC 101 C   | Gender and American Politics                                      | 3 |              |               |  |
|                     | POSC 120 C   | Political Theory  | 3 |              |               |  |
|                     | POSC 200 C   | Introduction to Political Science                                 | 3 |              |               |  |
|                     | POSC 209 C   | Urban Politics  | 3 |              |               |  |
|                     | POSC 210 C   | Contemporary Political Issues                                     | 3 |              |               |  |
|                     | POSC 215 C   | Comparative Politics  | 3 |              |               |  |
|                     | POSC 216 C   | Politics of the Middle East                                       | 3 |              |               |  |
|                     | POSC 230 C   | International Relations   | 3 |              |               |  |
|                     |  |   |   |              |               |  |
|                     |  | <b>D9. Psychology:</b>  |   | <b>Units</b> |               |  |
|                     | HUSR 255 C   | Psychology of Aging   | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | PSY 120 C  | Human Sexuality   | 3 |              |               |  |
|                     | PSY 101 C  | Introduction to Psychology  | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | PSY 101HC  | Honors Introduction to Psychology                                 | 3 |              |               |  |
|                     | PSY 110 C  | Applied Psychology  | 3 |              |               |  |
|                     | PSY 131 C  | Cross-Cultural Psychology   | 3 |              |               |  |
|                     | PSY 139 C  | Developmental Psychology  | 3 |              |               |  |
|                     | PSY 145 C  | Child Psychology  | 3 |              |               |  |
|                     | PSY 202 C  | Research Methods in Psychology                                    | 4 |              |               |  |
|                     | PSY 221 C  | The Brain and Behavior  | 3 |              |               |  |
|                     | PSY 222 C  | Abnormal Psychology   | 3 |              |               |  |
|                     | PSY 251 C  | Social Psychology   | 3 |              |               |  |
|                     | PSY 255 C  | Psychology of Aging   | 3 |              |               |  |
|                     |  |   |   |              |               |  |
|                     |  | <b>D10. Sociology and Criminology:</b>                            |   | <b>Units</b> |               |  |
|                     | AJ 110 C   | Introduction to Criminal Justice                                  | 3 |              |               |  |
|                     | AJ 120 C   | Concepts of Criminal Law  | 3 |              |               |  |
|                     | HUSR 250 C   | Sociology of Aging  | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
|                     | SOC 250 C  | Sociology of Aging  | 3 |              |               |  |
|                     | HUSR 292 C   | Introduction to Criminology                                       | 3 |              |               |  |
|                     | SOC 101 C  | Introduction to Sociology   | 3 |              |               |  |
|                     |  | or  |   |              |               |  |
| SOC 101HC           | Honors Introduction to Sociology   | 3   |   |              |               |  |
| SOC 102 C           | Social Problems  | 3   |   |              |               |  |
| SOC 225 C           | Sociology of Women   | 3   |   |              |               |  |
| SOC 275 C           | Marriage and Family  | 3   |   |              |               |  |
| SOC 277 C           | Sociology of Religion  | 3   |   |              |               |  |
| SOC 292 C           | Introduction to Criminology  | 3   |   |              |               |  |
| KIN 249 C           | Sport and United States Society  | 3   |   |              |               |  |
| KIN 281 C           | Health and Social Justice  | 3   |   |              |               |  |
| KIN 285 C           | Global and Community Health  | 3   |   |              |               |  |
|                     |  |   |   |              |               |  |
|                     | <b>CSU Graduation Requirement in U.S. History, Constitution, &amp; American Ideals:</b>                          |   |   |              |               |  |
|                     | <b>Note: Double-counting is allowed for these courses in the two groups below (with only one G.E. category).</b> |   |   |              |               |  |

|                     |  | MODIFY DEGREES/CERTIFICATES            |              |          |               |  |
|---------------------|--|--|--------------|----------|---------------|--|
| DEGREE              |  |  |              | EFF DATE | JUSTIFICATION |  |
| Counseling<br>Cont. | <b>Group A (U.S. Constitution &amp; Government):</b>                   |  | <b>Units</b> |          |               |  |
|                     | POSC 100 C   | United States Government               | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | POSC 100HC   | Honors United States Government        | 3            |          |               |  |
|                     | POSC 101 C   | Gender and American Politics           | 3            |          |               |  |
|                     | <b>Group B (U.S. History):</b>   |  | <b>Units</b> |          |               |  |
|                     | ETHS 101 C   | American Ethnic Studies                | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | ETHS 101HC   | Honors American Ethnic Studies         | 3            |          |               |  |
|                     | ETHS 130 C   | African-American History I             | 3            |          |               |  |
|                     | ETHS 131 C   | African-American History II            | 3            |          |               |  |
|                     | ETHS 160 C   | Native American History                | 3            |          |               |  |
|                     | HIST 190 C   | History of the Americas I              | 3            |          |               |  |
|                     | HIST 191 C   | History of the Americas II             | 3            |          |               |  |
|                     | HIST 170 C   | History of the United States I         | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | HIST 170HC   | Honors History of the United States I  | 3            |          |               |  |
|                     | HIST 171 C   | History of the United States II        | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | HIST 171HC   | Honors History of the United States II | 3            |          |               |  |
|                     | <b>E. LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT - 3 Unit Minimum</b> |  |              |          |               |  |
|                     | <b>Integrated Organism:</b>  |  | <b>Units</b> |          |               |  |
|                     | CIS 111 C  | Computer Information Systems           | 3            |          |               |  |
|                     | COMM 105 C   | Interpersonal Communication            | 3            |          |               |  |
|                     | COUN 105 C   | Stress and Anxiety Management          | 1            |          |               |  |
|                     | COUN 139 C   | Career Exploration                     | 1            |          |               |  |
|                     | COUN 144 C   | Women and Careers                      | 2            |          |               |  |
|                     | COUN 145 C   | Job Readiness and Career Management    | 2            |          |               |  |
|                     | COUN 150 C   | Academic and Life Success              | 3            |          |               |  |
|                     | COUN 151 C   | Career and Life Planning               | 3            |          |               |  |
|                     | DANC 100 C   | Introduction to Dance Appreciation     | 3            |          |               |  |
|                     | DANC 132 C   | Flamenco Dance                         | 1            |          |               |  |
|                     | HRC 100 C  | Nutrition                              | 3            |          |               |  |
|                     | HUSR 250 C   | Sociology of Aging                     | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | SOC 250 C  | Sociology of Aging                     | 3            |          |               |  |
|                     | HUSR 255 C   | Psychology of Aging                    | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | PSY 255 C  | Psychology of Aging                    | 3            |          |               |  |
|                     | HS 161 C   | Dying/Death and Grief/Mourning         | 3            |          |               |  |
|                     | or   |  |              |          |               |  |
|                     | HSCE 161 C   | Dying/Death and Grief/Mourning         | 3            |          |               |  |
|                     | KIN 231 C  | Elementary School Movement-Kinesiology | 3            |          |               |  |
|                     | KIN 235 C  | First Aid, CPR and Emergencies         | 3            |          |               |  |
|                     | KIN 244 C  | Human Performance                      | 3            |          |               |  |
| KIN 270 C           | Nutrition Science and Application                                      | 3                                      |              |          |               |  |
| KIN 255 C           | Lifeguarding   | 1                                      |              |          |               |  |
| KIN 281 C           | Health and Social Justice  | 3                                      |              |          |               |  |
| KIN 283 C           | Women's Health   | 3                                      |              |          |               |  |
| KIN 284 C           | Contemporary Personal Health   | 3                                      |              |          |               |  |
| KIN 280 C           | Introduction to Public Health  | 3                                      |              |          |               |  |
| PSY 120 C           | Human Sexuality  | 3                                      |              |          |               |  |
| PSY 145 C           | Child Psychology   | 3                                      |              |          |               |  |
| <b>Activity:</b>    |  | <b>Units</b>                           |              |          |               |  |
| DANC 100 C          | Introduction to Dance Appreciation                                     | 3                                      |              |          |               |  |
| DANC 102 C          | Pilates Mat Work   | 1                                      |              |          |               |  |
| DANC 105 C          | Ballet I   | 2                                      |              |          |               |  |
| DANC 106 C          | Ballet II  | 2                                      |              |          |               |  |
| DANC 107 C          | Modern Dance I   | 2                                      |              |          |               |  |
| DANC 108 C          | Modern Dance II  | 2                                      |              |          |               |  |
| DANC 109 C          | Dance Improvisation  | 2                                      |              |          |               |  |
| DANC 110 C          | Adaptive Dance   | 1 - 2                                  |              |          |               |  |
| DANC 111 C          | Jazz Dance I   | 2                                      |              |          |               |  |
| DANC 112 C          | Jazz Dance II  | 2                                      |              |          |               |  |
| DANC 113 C          | Tap Dance I  | 1                                      |              |          |               |  |
| DANC 114 C          | Tap Dance II   | 1                                      |              |          |               |  |
| DANC 115 C          | Hip Hop Dance  | 1                                      |              |          |               |  |
| DANC 116 C          | Ballet III   | 2                                      |              |          |               |  |
| DANC 117 C          | Modern Dance III   | 2                                      |              |          |               |  |
| DANC 130 C          | Afro-Caribbean Dance   | 1                                      |              |          |               |  |
| DANC 132 C          | Flamenco Dance   | 1                                      |              |          |               |  |
| DANC 136 C          | Middle Eastern Dance   | 1                                      |              |          |               |  |
| DANC 137 C          | Latin and Swing Dance  | 1                                      |              |          |               |  |
| DANC 139 C          | Ballroom I   | 1                                      |              |          |               |  |
| DANC 205 C          | Dance Ensemble   | 1 - 2                                  |              |          |               |  |
| KIN 100 C           | Adapted Kinesiology Weight Training                                    | 0.5 - 1                                |              |          |               |  |
| KIN 101 C           | Adapted Kinesiology Activity   | 0.5 - 1                                |              |          |               |  |

|        |                    | MODIFY DEGREES/CERTIFICATES                |           |          |               |
|--------|--------------------|--|-----------|----------|---------------|
| DEGREE |                    |  |           | EFF DATE | JUSTIFICATION |
|        | KIN 109 C          | Spirit Squad                               | 1 - 2     |          |               |
|        | KIN 110 C          | Surfing                                    | 0.5 - 1   |          |               |
|        | KIN 111 C          | Swimming                                   | 0.5 - 1   |          |               |
|        | KIN 112 C          | Swimming - Intermediate-Advanced           | 0.5 - 1   |          |               |
|        | KIN 114 C          | Springboard Diving                         | 0.5 - 1   |          |               |
|        | KIN 116 C          | Swim for Fitness                           | 0.5 - 1   |          |               |
|        | KIN 117 C          | Water Aerobics                             | 0.5 - 1   |          |               |
|        | KIN 120 C          | Kick-Boxing                                | 0.5 - 1   |          |               |
|        | KIN 121 C          | Self Defense                               | 0.5 - 1   |          |               |
|        | KIN 128 C          | Yoga-Intermediate                          | 0.5 - 1   |          |               |
|        | KIN 129 C          | Vinyasa Yoga                               | 0.5 - 1   |          |               |
|        | KIN 130 C          | Yoga                                       | 0.5 - 1   |          |               |
|        | KIN 131 C          | Restorative Yoga                           | 0.5 - 1   |          |               |
|        | KIN 132 C          | Hatha Yoga                                 | 0.5 - 1   |          |               |
|        | KIN 133 C          | Cardiovascular Conditioning                | 0.5 - 1   |          |               |
|        | KIN 134 C          | Walking for Fitness                        | 0.5 - 1   |          |               |
|        | KIN 135 C          | Cardio Step                                | 0.5 - 1   |          |               |
|        | KIN 138 C          | Cardio Step-Intermediate                   | 0.5 - 1   |          |               |
|        | KIN 137 C          | Mountaineering and Rock Climbing           | 0.5 - 1   |          |               |
|        | KIN 138 C          | Body Sculpt                                | 0.5 - 1   |          |               |
|        | KIN 139 C          | Cardio Blast                               | 0.5 - 1   |          |               |
|        | KIN 140 C          | Fitness Training                           | 0.5 - 1   |          |               |
|        | KIN 151 C          | Spinning-Beginning                         | 0.5 - 1   |          |               |
|        | KIN 142 C          | Power Training                             | 0.5 - 1   |          |               |
|        | KIN 143 C          | Strength Training                          | 0.5 - 1   |          |               |
|        | KIN 144 C          | HIIT- High Intensity Interval Training     | 0.5 - 1   |          |               |
|        | KIN 145 C          | Boot Camp Workout                          | 0.5 - 1   |          |               |
|        | KIN 146 C          | Cardio Core                                | 0.5 - 1   |          |               |
|        | KIN 147 C          | Body Building and Development              | 0.5 - 1   |          |               |
|        | KIN 148 C          | Total Body Fitness                         | 0.5 - 1   |          |               |
|        | KIN 149 C          | Weight Training and Lifting                | 0.5 - 1   |          |               |
|        | KIN 150 C          | Trail Hiking                               | 0.5 - 1   |          |               |
|        | KIN 152 C          | Spinning-Intermediate                      | 0.5 - 1   |          |               |
|        | KIN 159 C          | Fitness Testing with Exercise Prescription | 2         |          |               |
|        | KIN 160 C          | Badminton                                  | 0.5 - 1   |          |               |
|        | KIN 163 C          | Table Tennis                               | 0.5 - 1   |          |               |
|        | KIN 164 C          | Bowling - Beginning                        | 0.5 - 1   |          |               |
|        | KIN 165 C          | Bowling - Intermediate                     | 0.5 - 1   |          |               |
|        | KIN 166 C          | Bowling - Advanced                         | 0.5 - 1   |          |               |
|        | KIN 168 C          | Tennis - Beginning                         | 0.5 - 1   |          |               |
|        | KIN 169 C          | Tennis-Intermediate                        | 0.5 - 1   |          |               |
|        | KIN 170 C          | Tennis-Advanced                            | 0.5 - 1   |          |               |
|        | KIN 171 C          | Golf-Beginning                             | 0.5 - 1   |          |               |
|        | KIN 172 C          | Golf-Intermediate                          | 0.5 - 1   |          |               |
|        | KIN 173 C          | Golf-Advanced                              | 0.5 - 1   |          |               |
|        | KIN 174 C          | Pickleball-Beginning                       | 0.5 - 1   |          |               |
|        | KIN 180 C          | Futsal-Beginning                           | 0.5 - 1   |          |               |
|        | KIN 181 C          | Futsal-Intermediate                        | 0.5 - 1   |          |               |
|        | KIN 182 C          | Futsal-Advanced                            | 0.5 - 1   |          |               |
|        | KIN 183 C          | Volleyball - Beginning                     | 0.5 - 1   |          |               |
|        | KIN 184 C          | Volleyball - Intermediate                  | 0.5 - 1   |          |               |
|        | KIN 185 C          | Volleyball - Advanced                      | 0.5 - 1   |          |               |
|        | KIN 186 C          | Beach Volleyball - Beginning               | 0.5 - 1   |          |               |
|        | KIN 187 C          | Beach Volleyball - Intermediate            | 0.5 - 1   |          |               |
|        | KIN 188 C          | Beach Volleyball - Advanced                | 0.5 - 1   |          |               |
|        | KIN 189 C          | Basketball - Beginning                     | 0.5 - 1   |          |               |
|        | KIN 190 C          | Basketball - Intermediate                  | 0.5 - 1   |          |               |
|        | KIN 191 C          | Basketball - Advanced                      | 0.5 - 1   |          |               |
|        | KIN 192 C          | Water Polo                                 | 0.5 - 1   |          |               |
|        | KIN 193 C          | Soccer                                     | 0.5 - 1   |          |               |
|        | KIN 194 C          | Softball                                   | 0.5 - 1   |          |               |
|        | KIN 195 C          | Baseball                                   | 0.5 - 1   |          |               |
|        | KIN 196 C          | Soccer-Men                                 | 0.5 - 1   |          |               |
|        | KIN 197 C          | Flag Football                              | 0.5 - 1   |          |               |
|        | KIN 198 C          | Athletic Weight Training                   | 0.5 - 3   |          |               |
|        | KIN 199 C          | Conditioning for Athletes                  | 0.5 - 3   |          |               |
|        | KIN 202 C          | Intercollegiate Baseball                   | 3         |          |               |
|        | KIN 203 C          | Intercollegiate Basketball-Men             | 1.5 - 3   |          |               |
|        | KIN 204 C          | Intercollegiate Basketball-Women           | 1.5 - 3   |          |               |
|        | KIN 205 C          | Intercollegiate Beach Volleyball-Women     | 3         |          |               |
|        | KIN 206 C          | Intercollegiate Golf-Men                   | 3         |          |               |
|        | KIN 207 C          | Intercollegiate Golf-Women                 | 3         |          |               |
|        | KIN 210 C          | Intercollegiate Soccer-Men                 | 3         |          |               |
|        | KIN 211 C          | Intercollegiate Soccer-Women               | 3         |          |               |
|        | KIN 212 C          | Intercollegiate Softball-Women             | 3         |          |               |
|        | KIN 213 C          | Intercollegiate Swimming-Men               | 3         |          |               |
|        | KIN 214 C          | Intercollegiate Swimming-Women             | 3         |          |               |
|        | KIN 215 C          | Intercollegiate Tennis                     | 3         |          |               |
|        | KIN 217 C          | Intercollegiate Volleyball-Women           | 3         |          |               |
|        | KIN 218 C          | Intercollegiate Water Polo-Women           | 3         |          |               |
|        | KIN 222 C          | Intercollegiate Badminton-Women            | 3         |          |               |
|        | KIN 230 C          | Introduction to Kinesiology                | 3         |          |               |
|        | <b>Total Units</b> |  | <b>39</b> |          |               |

Counseling  
Cont.

|            | MODIFY DEGREES/CERTIFICATES  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|------------|--|------------|------------------------------|---|--|--|----|--|--|------------|------------------------|---|--|------------|--------------------------------|---|-------|------------|--------------------------------|---|--|--|----|--|--|------------|---------------------------------------|---|--|------------|----------------------------------|---|--|--|----|--|--|------------|---|---|--|------------|--|---|--|------------|-------------------------------|---|--|------------|---------------------|---|-------|--|----|--|--|------------|----------------------------|---|--|------------|--------------------------|---|--|------------|--------------------|---|--|------------|--|---|--|------------|--------------------|---|--|------------|-----------------|---|--|------------|------------|---|--|------------|-------------|---|--|------------|------------------------|---|--|------------|---|---|--|-----------|--|---|--|--|----|--|--|-----------|---|---|--|--|----|--|--|-----------|--|---|--|--|----|--|--|-----------|---|---|--|-----------|---|----------|----------------------------------|----------|-----------------|----------|---------------------------|----------|--------------------|----------|-------------------|-----------|-----------------|-----------|-------------------------|-----------|--------------------------------|-----------|--|-----------|-----------------------------------|-----------|---------------------------|---------|----------------------------------|-----------|-------------------------------------|-----------|-------------------------------|--|----|-----------|-------------------------------|-----------|----------------------|-----------|---------------------------------|
| DEGREE     |  | EFF DATE   | JUSTIFICATION                |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| Counseling | <p><b>Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement</b></p> <p><b>Note:</b><br/> <b>CSU/IGETC Certificate of Achievement only confirms completing CSU and/or UC general education requirements and does not meet Associate degree or transfer requirements. Refer to the College Catalog and meet with a Counselor for additional information.</b></p> <p><b>AREA 1 – ENGLISH COMMUNICATION</b><br/> <b>REQUIREMENT: CSU: 3 courses required, one from each group below; UC: 2 courses required, one each from Group A and B.</b></p> <p><b>GROUP A: English Composition, 1 course (3 semester units/4-5 quarter units)</b></p> <table border="1"> <tr> <td>ENGL 100 C</td> <td>College Writing</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 100HC</td> <td>Honors College Writing</td> <td>4</td> <td></td> </tr> </table> <p><b>GROUP B: Critical Thinking / English Composition, 1 course (3 semester/4-5 quarter units)</b></p> <table border="1"> <tr> <td>COMM 135 C</td> <td>Argument and Critical Thinking</td> <td>3</td> <td>Units</td> </tr> <tr> <td>ENGL 103 C</td> <td>Critical Reasoning and Writing</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 103HC</td> <td>Honors Critical Reasoning and Writing</td> <td>4</td> <td></td> </tr> <tr> <td>ENGL 104 C</td> <td>Critical Analysis and Literature</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>ENGL 104HC</td> <td>Honors Critical Analysis and Literature</td> <td>4</td> <td></td> </tr> <tr> <td>ENGL 106 C</td> <td>Critical Reading, Writing and Thinking</td> <td>3</td> <td></td> </tr> <tr> <td>PHIL 172 C</td> <td>Critical Thinking and Writing</td> <td>3</td> <td></td> </tr> </table> <p><b>GROUP C: Oral Communication (CSU requirement only), 1 course (3 semester/4-5 quarter units)</b></p> <table border="1"> <tr> <td>COMM 100 C</td> <td>Human Communication</td> <td>3</td> <td>Units</td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>COMM 100HC</td> <td>Honors Human Communication</td> <td>3</td> <td></td> </tr> </table> <p><b>AREA 2 – MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b><br/> <b>REQUIREMENT: 1 course (3 semester/4-5 quarter units)</b></p> <table border="1"> <tr> <td>MATH 100 C</td> <td>Liberal Arts Mathematics</td> <td>3</td> <td></td> </tr> <tr> <td>MATH 115 C</td> <td>Finite Mathematics</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 120 C</td> <td>Introduction to Probability and Statistics</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 130 C</td> <td>Survey of Calculus</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 141 C</td> <td>College Algebra</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 150AC</td> <td>Calculus I</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 150BC</td> <td>Calculus II</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 250AC</td> <td>Multivariable Calculus</td> <td>4</td> <td></td> </tr> <tr> <td>MATH 250BC</td> <td>Linear Algebra and Differential Equations</td> <td>5</td> <td></td> </tr> <tr> <td>PSY 161 C</td> <td>Probability and Statistics-Social Sciences</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>PSY 161HC</td> <td>Honors Probability and Statistics-Social Sciences</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>SOC 161 C</td> <td>Probability and Statistics-Social Sciences</td> <td>4</td> <td></td> </tr> <tr> <td></td> <td>or</td> <td></td> <td></td> </tr> <tr> <td>SOC 161HC</td> <td>Honors Probability and Statistics-Social Sciences</td> <td>4</td> <td></td> </tr> </table> <p><b>AREA 3 – ARTS &amp; HUMANITIES</b><br/> <b>REQUIREMENT: At least 3 courses, with at least one from the Arts and one from the Humanities (9 semester or 12-15 quarter units)</b></p> <p><b>A. ARTS:</b></p> | ENGL 100 C | College Writing              | 4 |  |  | or |  |  | ENGL 100HC | Honors College Writing | 4 |  | COMM 135 C | Argument and Critical Thinking | 3 | Units | ENGL 103 C | Critical Reasoning and Writing | 4 |  |  | or |  |  | ENGL 103HC | Honors Critical Reasoning and Writing | 4 |  | ENGL 104 C | Critical Analysis and Literature | 4 |  |  | or |  |  | ENGL 104HC | Honors Critical Analysis and Literature | 4 |  | ENGL 106 C | Critical Reading, Writing and Thinking | 3 |  | PHIL 172 C | Critical Thinking and Writing | 3 |  | COMM 100 C | Human Communication | 3 | Units |  | or |  |  | COMM 100HC | Honors Human Communication | 3 |  | MATH 100 C | Liberal Arts Mathematics | 3 |  | MATH 115 C | Finite Mathematics | 4 |  | MATH 120 C | Introduction to Probability and Statistics | 4 |  | MATH 130 C | Survey of Calculus | 4 |  | MATH 141 C | College Algebra | 4 |  | MATH 150AC | Calculus I | 4 |  | MATH 150BC | Calculus II | 4 |  | MATH 250AC | Multivariable Calculus | 4 |  | MATH 250BC | Linear Algebra and Differential Equations | 5 |  | PSY 161 C | Probability and Statistics-Social Sciences | 4 |  |  | or |  |  | PSY 161HC | Honors Probability and Statistics-Social Sciences | 4 |  |  | or |  |  | SOC 161 C | Probability and Statistics-Social Sciences | 4 |  |  | or |  |  | SOC 161HC | Honors Probability and Statistics-Social Sciences | 4 |  | 2019 Fall | <p>Course changes within the certificate. Annual update to include minor course revisions and addition/deletion of IGETC courses based on annual cycle.</p> <p>Removed: MUS 103 C in area 3.<br/> <b>Arts and Humanities</b></p> <p>Additional courses listed have been added due to receiving IGETC approval.</p> <p><b>Area 3-Arts &amp; Humanities</b></p> <table border="1"> <tr> <td>MAD110 C</td> <td>Animation History and Technology</td> </tr> <tr> <td>MAD191 C</td> <td>Film Noir Genre</td> </tr> <tr> <td>MAD192 C</td> <td>Great Directors of Cinema</td> </tr> <tr> <td>MAD197 C</td> <td>Western Film Genre</td> </tr> <tr> <td>MAD198 C</td> <td>Horror Film Genre</td> </tr> </table> <p><b>B. Humanities</b></p> <table border="1"> <tr> <td>ENGL248 C</td> <td>Science Fiction</td> </tr> <tr> <td>ETHS101 C</td> <td>American Ethnic Studies</td> </tr> <tr> <td>ETHS101HC</td> <td>Honors American Ethnic Studies</td> </tr> <tr> <td>ETHS129 C</td> <td>Introduction to African-American Studies</td> </tr> <tr> <td>ETHS150 C</td> <td>Introduction to Chicana-o Studies</td> </tr> <tr> <td>ETHS160 C</td> <td>Native American History I</td> </tr> </table> <p><b>Area 4- Social &amp; Behavioral Sciences</b></p> <table border="1"> <tr> <td>AJ160 C</td> <td>Community and the Justice System</td> </tr> <tr> <td>ANTH212 C</td> <td>Applied and Practicing Anthropology</td> </tr> </table> <p><b>Area 5-Physical and Biological Sciences</b></p> <table border="1"> <tr> <td>PHSC104 C</td> <td>Physical Science for Teachers</td> </tr> <tr> <td></td> <td>or</td> </tr> <tr> <td>CHEM104 C</td> <td>Physical Science for Teachers</td> </tr> </table> <p><b>Group B: Biological Sciences</b></p> <table border="1"> <tr> <td>BIOL220 C</td> <td>Medical Microbiology</td> </tr> </table> <p><b>Biological Sciences w/o lab:</b></p> <table border="1"> <tr> <td>BIOL107 C</td> <td>Nutrition and World Food Issues</td> </tr> </table> | MAD110 C | Animation History and Technology | MAD191 C | Film Noir Genre | MAD192 C | Great Directors of Cinema | MAD197 C | Western Film Genre | MAD198 C | Horror Film Genre | ENGL248 C | Science Fiction | ETHS101 C | American Ethnic Studies | ETHS101HC | Honors American Ethnic Studies | ETHS129 C | Introduction to African-American Studies | ETHS150 C | Introduction to Chicana-o Studies | ETHS160 C | Native American History I | AJ160 C | Community and the Justice System | ANTH212 C | Applied and Practicing Anthropology | PHSC104 C | Physical Science for Teachers |  | or | CHEM104 C | Physical Science for Teachers | BIOL220 C | Medical Microbiology | BIOL107 C | Nutrition and World Food Issues |
| ENGL 100 C | College Writing  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 100HC | Honors College Writing   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| COMM 135 C | Argument and Critical Thinking   | 3          | Units                        |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 103 C | Critical Reasoning and Writing   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 103HC | Honors Critical Reasoning and Writing  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 104 C | Critical Analysis and Literature   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 104HC | Honors Critical Analysis and Literature  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL 106 C | Critical Reading, Writing and Thinking   | 3          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| PHIL 172 C | Critical Thinking and Writing  | 3          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| COMM 100 C | Human Communication  | 3          | Units                        |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| COMM 100HC | Honors Human Communication   | 3          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 100 C | Liberal Arts Mathematics   | 3          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 115 C | Finite Mathematics   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 120 C | Introduction to Probability and Statistics   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 130 C | Survey of Calculus   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 141 C | College Algebra  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 150AC | Calculus I   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 150BC | Calculus II  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 250AC | Multivariable Calculus   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MATH 250BC | Linear Algebra and Differential Equations  | 5          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| PSY 161 C  | Probability and Statistics-Social Sciences   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| PSY 161HC  | Honors Probability and Statistics-Social Sciences  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| SOC 161 C  | Probability and Statistics-Social Sciences   | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| SOC 161HC  | Honors Probability and Statistics-Social Sciences  | 4          |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MAD110 C   | Animation History and Technology   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MAD191 C   | Film Noir Genre  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MAD192 C   | Great Directors of Cinema  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MAD197 C   | Western Film Genre   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| MAD198 C   | Horror Film Genre  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ENGL248 C  | Science Fiction  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ETHS101 C  | American Ethnic Studies  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ETHS101HC  | Honors American Ethnic Studies   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ETHS129 C  | Introduction to African-American Studies   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ETHS150 C  | Introduction to Chicana-o Studies  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ETHS160 C  | Native American History I  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| AJ160 C    | Community and the Justice System   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| ANTH212 C  | Applied and Practicing Anthropology  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| PHSC104 C  | Physical Science for Teachers  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            | or   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| CHEM104 C  | Physical Science for Teachers  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| BIOL220 C  | Medical Microbiology   |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
| BIOL107 C  | Nutrition and World Food Issues  |            |                              |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |
|            |  |            | Total units remain the same. |   |  |  |    |  |  |            |                        |   |  |            |                                |   |       |            |                                |   |  |  |    |  |  |            |                                       |   |  |            |                                  |   |  |  |    |  |  |            |   |   |  |            |  |   |  |            |                               |   |  |            |                     |   |       |  |    |  |  |            |                            |   |  |            |                          |   |  |            |                    |   |  |            |  |   |  |            |                    |   |  |            |                 |   |  |            |            |   |  |            |             |   |  |            |                        |   |  |            |   |   |  |           |  |   |  |  |    |  |  |           |   |   |  |  |    |  |  |           |  |   |  |  |    |  |  |           |   |   |  |           |   |          |                                  |          |                 |          |                           |          |                    |          |                   |           |                 |           |                         |           |                                |           |  |           |                                   |           |                           |         |                                  |           |                                     |           |                               |  |    |           |                               |           |                      |           |                                 |

|                     |                           | MODIFY DEGREES/CERTIFICATES              |   |              |               |  |
|---------------------|---------------------------|--|---|--------------|---------------|--|
| DEGREE              |                           |  |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont. | ART 100 C                 | Fundamentals of Art                      | 3 |              |               |  |
|                     | ART 110 C                 | Introduction to Art                      | 3 |              |               |  |
|                     | ART 111 C                 | Survey of Art History I                  | 3 |              |               |  |
|                     | ART 112 C                 | Survey of Art History II                 | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | ART 112HC                 | Honors Survey of Art History II          | 3 |              |               |  |
|                     | ART 114 C                 | Modern Art History                       | 3 |              |               |  |
|                     | ART 216 C                 | Latin American Art                       | 3 |              |               |  |
|                     | DANC 101 C                | Multicultural Dance in the US            | 3 |              |               |  |
|                     | ENGL 125 C                | The Film                                 | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | ENGL 125HC                | Honors Film                              | 3 |              |               |  |
|                     | MAD 110 C                 | Animation History and Technology         | 3 |              |               |  |
|                     | MAD 191 C                 | Film Noir Genre                          | 3 |              |               |  |
|                     | MAD 192 C                 | Great Directors of Cinema                | 3 |              |               |  |
|                     | MAD 196 C                 | Silent Film Genre                        | 3 |              |               |  |
|                     | MAD 197 C                 | Western Film Genre                       | 3 |              |               |  |
|                     | MAD 198 C                 | Horror Film Genre                        | 3 |              |               |  |
|                     | MUS 103 C                 | Theory I                                 | 3 |              |               |  |
|                     | MUS 113 C                 | Jazz History                             | 3 |              |               |  |
|                     | MUS 116 C                 | Music Appreciation                       | 3 |              |               |  |
|                     | MUS 117 C                 | American Popular Music                   | 3 |              |               |  |
|                     | MUS 118 C                 | Introduction to Opera                    | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | MUS 118HC                 | Honors Introduction to Opera             | 3 |              |               |  |
|                     | MUS 119 C                 | History of Rock Music                    | 3 |              |               |  |
|                     | MUS 120 C                 | Survey of Music History                  | 3 |              |               |  |
|                     | PHOT 204 C                | History of Photography                   | 3 |              |               |  |
|                     | THEA 100 C                | Introduction to the Theater              | 3 |              |               |  |
|                     | THEA 102 C                | World Theater History I                  | 3 |              |               |  |
|                     | THEA 107 C                | Diversity in American Theater            | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | THEA 107HC                | Honors Diversity in American Theater     | 3 |              |               |  |
|                     |                           |  |   |              |               |  |
|                     |                           | <b>B. HUMANITIES:</b>                    |   | <b>Units</b> |               |  |
|                     | ANTH 105 C                | Introduction to Linguistic Anthropology  | 3 |              |               |  |
|                     | ANTH 107 C                | Magic, Witchcraft and Religion           | 3 |              |               |  |
|                     | ENGL 102 C                | Introduction to Literature               | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | ENGL 102HC                | Honors Introduction to Literature        | 3 |              |               |  |
|                     | ENGL 110 C                | Humanities: Ancient and Medieval         | 3 |              |               |  |
|                     | ENGL 111 C                | Humanities: Renaissance-Present          | 3 |              |               |  |
|                     | ENGL 208 C                | Asian American Literature                | 3 |              |               |  |
|                     | ENGL 211 C                | English Literature to 1760               | 3 |              |               |  |
|                     | ENGL 212 C                | English Literature Since 1760            | 3 |              |               |  |
|                     | ENGL 221 C                | American Literature to 1865              | 3 |              |               |  |
|                     | ENGL 222 C                | American Literature Since 1865           | 3 |              |               |  |
|                     | ENGL 234 C                | Shakespeare                              | 3 |              |               |  |
|                     |                           | or                                       |   |              |               |  |
|                     | ENGL 234HC                | Honors Shakespeare                       | 3 |              |               |  |
|                     | ENGL 239 C                | Survey-Children's Literature             | 3 |              |               |  |
|                     | ENGL 243 C                | Mythology                                | 3 |              |               |  |
|                     | ENGL 247 C                | Multicultural Literature                 | 3 |              |               |  |
|                     | ENGL 248 C                | Science Fiction                          | 3 |              |               |  |
|                     | ENGL 255 C                | African-American Literature I            | 3 |              |               |  |
|                     | ENGL 256 C                | African-American Literature II           | 3 |              |               |  |
|                     | ENGL 260 C                | Survey of Arabic Literature              | 3 |              |               |  |
|                     | ETHS 101 C                | American Ethnic Studies                  | 3 |              |               |  |
|                     | ETHS 101HC                | Honors American Ethnic Studies           | 3 |              |               |  |
|                     | ETHS 129 C                | Introduction to African-American Studies | 3 |              |               |  |
|                     | ETHS 130 C                | African-American History I               | 3 |              |               |  |
|                     | ETHS 131 C                | African-American History II              | 3 |              |               |  |
|                     | ETHS 150 C                | Introduction to Chicana-o Studies        | 3 |              |               |  |
| ETHS 151 C          | Chicana-o History I       | 3  |   |              |               |  |
| ETHS 152 C          | Chicana-o History II      | 3  |   |              |               |  |
| ETHS 160 C          | Native American History I | 3  |   |              |               |  |

|                     | MODIFY DEGREES/CERTIFICATES    |  |   |              |               |  |
|---------------------|--------------------------------|--|---|--------------|---------------|--|
| DEGREE              |                                |  |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont. | FREN 203 C                     | Intermediate French III  | 4 |              |               |  |
|                     | FREN 204 C                     | Intermediate French IV   | 4 |              |               |  |
|                     | HIST 110 C                     | Western Civilizations I  | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 110HC                     | Honors Western Civilizations I   | 3 |              |               |  |
|                     | HIST 111 C                     | Western Civilizations II   | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 111HC                     | Honors Western Civilizations II  | 3 |              |               |  |
|                     | HIST 112 C                     | World Civilizations I  | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 112HC                     | Honors World Civilizations I   | 3 |              |               |  |
|                     | HIST 113 C                     | World Civilizations II   | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 113HC                     | Honors World Civilizations II  | 3 |              |               |  |
|                     | HIST 160 C                     | Asian Civilizations I  | 3 |              |               |  |
|                     | HIST 161 C                     | Asian Civilizations II   | 3 |              |               |  |
|                     | HIST 163 C                     | History of Mexico  | 3 |              |               |  |
|                     | HIST 165 C                     | History of the Middle East   | 3 |              |               |  |
|                     | HIST 170 C                     | History of the United States I   | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 170HC                     | Honors History of the United States I  | 3 |              |               |  |
|                     | HIST 171 C                     | History of the United States II  | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | HIST 171HC                     | Honors History of the United States II   | 3 |              |               |  |
|                     | HIST 270 C                     | Women in United States History   | 3 |              |               |  |
|                     | HIST 275 C                     | History of California  | 3 |              |               |  |
|                     | INDS 100 C                     | Humanities: Ancient and Medieval   | 3 |              |               |  |
|                     | INDS 101 C                     | Humanities: Renaissance-Present  | 3 |              |               |  |
|                     | JAPN 203 C                     | Intermediate Japanese III  | 4 |              |               |  |
|                     | JAPN 204 C                     | Intermediate Japanese IV   | 4 |              |               |  |
|                     | PHIL 100 C                     | Introduction to Philosophy   | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | PHIL 100HC                     | Honors Introduction to Philosophy  | 3 |              |               |  |
|                     | PHIL 101 C                     | Introduction to Religious Studies  | 3 |              |               |  |
|                     | PHIL 110 C                     | Religions of the East  | 3 |              |               |  |
|                     | PHIL 120 C                     | Religions of the West  | 3 |              |               |  |
|                     | PHIL 135 C                     | Social and Political Philosophy  | 3 |              |               |  |
|                     | PHIL 160 C                     | Introduction to Ethics   | 3 |              |               |  |
|                     | PHIL 201 C                     | History of Ancient Philosophy  | 3 |              |               |  |
|                     | PHIL 202 C                     | History of Modern Philosophy   | 3 |              |               |  |
|                     | PHIL 230 C                     | Philosophy of Religion   | 3 |              |               |  |
|                     | PHIL 240 C                     | Jesus and His Interpreters   | 3 |              |               |  |
|                     | SPAN 202 C                     | Spanish for Spanish Speakers II  | 5 |              |               |  |
|                     | SPAN 203 C                     | Intermediate Spanish III   | 4 |              |               |  |
|                     | SPAN 204 C                     | Intermediate Spanish IV  | 4 |              |               |  |
|                     |                                | <b>AREA 4 – SOCIAL &amp; BEHAVIORAL SCIENCES<br/>REQUIREMENT: At least 3 courses from at least<br/>two different disciplines or an interdisciplinary<br/>sequence (9 semester/12-15 quarter units)</b> |   | <b>Units</b> |               |  |
|                     | AJ 110 C                       | Introduction to Criminal Justice   | 3 |              |               |  |
|                     | AJ 120 C                       | Concepts of Criminal Law   | 3 |              |               |  |
|                     | AJ 160 C                       | Community and the Justice System   | 3 |              |               |  |
|                     | ANTH 102 C                     | Cultural Anthropology  | 3 |              |               |  |
|                     |                                | or   |   |              |               |  |
|                     | ANTH 102HC                     | Honors Cultural Anthropology   | 3 |              |               |  |
|                     | ANTH 103 C                     | Introduction to Archaeology  | 3 |              |               |  |
|                     | ANTH 104 C                     | Comparative Cultures   | 3 |              |               |  |
|                     | ANTH 106 C                     | Human Prehistory and Ancient<br>Civilizations  | 3 |              |               |  |
|                     | ANTH 107 C                     | Magic, Witchcraft and Religion   | 3 |              |               |  |
|                     | ANTH 121 C                     | Native North America   | 3 |              |               |  |
|                     | ANTH 208 C                     | Anthropology of Death  | 3 |              |               |  |
|                     | ANTH 212 C                     | Applied and Practicing Anthropology  | 3 |              |               |  |
|                     | ANTH 225 C                     | Ancient Cultures of Mexico and<br>Central America  | 3 |              |               |  |
| COMM 120 C          | Intercultural Communication    | 3  |   |              |               |  |
| ECON 100 C          | Principles of Economics-Macro  | 3  |   |              |               |  |
|                     | or                             |  |   |              |               |  |
| ECON 100HC          | Honors Principles of Economics | 3  |   |              |               |  |

|                     |                                 | MODIFY DEGREES/CERTIFICATES                    |   |          |               |
|---------------------|---------------------------------|--|---|----------|---------------|
| DEGREE              |                                 |  |   | EFF DATE | JUSTIFICATION |
| Counseling<br>Cont. | ECON 105 C                      | Principles of Economics-Micro                  | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | ECON 105HC                      | Honors Principles of Economics                 | 3 |          |               |
|                     | ECON 110 C                      | Survey of Economics                            | 3 |          |               |
|                     | ECON 260 C                      | Economic Geography                             | 3 |          |               |
|                     | ETHS 101 C                      | American Ethnic Studies                        | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | ETHS 101HC                      | Honors American Ethnic Studies                 | 3 |          |               |
|                     | ETHS 129 C                      | Introduction to African-American Studies       | 3 |          |               |
|                     | ETHS 130 C                      | African-American History I                     | 3 |          |               |
|                     | ETHS 131 C                      | African-American History II                    | 3 |          |               |
|                     | ETHS 150 C                      | Introduction to Chicana-o Studies              | 3 |          |               |
|                     | ETHS 151 C                      | Chicana-o History I                            | 3 |          |               |
|                     | ETHS 152 C                      | Chicana-o History II                           | 3 |          |               |
|                     | ETHS 153 C                      | Chicana-o and Latina-o Contemporary Issues     | 3 |          |               |
|                     | ETHS 160 C                      | Native American History                        | 3 |          |               |
|                     | ETHS 170 C                      | Introduction to Asian Pacific American Studies | 3 |          |               |
|                     | ETHS 171 C                      | Asian Pacific American History                 | 3 |          |               |
|                     | ETHS 235 C                      | American Social Justice Movements              | 3 |          |               |
|                     | GEOG 100 C                      | World Geography                                | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | GEOG 100HC                      | Honors World Geography                         | 3 |          |               |
|                     | GEOG 130 C                      | California Geography                           | 3 |          |               |
|                     | GEOG 160 C                      | Cultural Geography                             | 3 |          |               |
|                     | GEOG 260 C                      | Economic Geography                             | 3 |          |               |
|                     | HIST 110 C                      | Western Civilizations I                        | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 110HC                      | Honors Western Civilizations I                 | 3 |          |               |
|                     | HIST 111 C                      | Western Civilizations II                       | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 111HC                      | Honors Western Civilizations II                | 3 |          |               |
|                     | HIST 112 C                      | World Civilizations I                          | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 112HC                      | Honors World Civilizations I                   | 3 |          |               |
|                     | HIST 113 C                      | World Civilizations II                         | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 113HC                      | Honors World Civilizations II                  | 3 |          |               |
|                     | HIST 135 C                      | History of Africa                              | 3 |          |               |
|                     | HIST 143 C                      | History of Latin America II                    | 3 |          |               |
|                     | HIST 151 C                      | Survey of British History I                    | 3 |          |               |
|                     | HIST 152 C                      | Survey of British History II                   | 3 |          |               |
|                     | HIST 160 C                      | Asian Civilizations I                          | 3 |          |               |
|                     | HIST 161 C                      | Asian Civilizations II                         | 3 |          |               |
|                     | HIST 190 C                      | History of the Americas I                      | 3 |          |               |
|                     | HIST 191 C                      | History of the Americas II                     | 3 |          |               |
|                     | HIST 163 C                      | History of Mexico                              | 3 |          |               |
|                     | HIST 165 C                      | History of the Middle East                     | 3 |          |               |
|                     | HIST 170 C                      | History of the United States I                 | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 170HC                      | Honors History of the United States I          | 3 |          |               |
|                     | HIST 171 C                      | History of the United States II                | 3 |          |               |
|                     |                                 | or   |   |          |               |
|                     | HIST 171HC                      | Honors History of the United States II         | 3 |          |               |
|                     | HIST 270 C                      | Women in United States History                 | 3 |          |               |
|                     | HIST 275 C                      | History of California                          | 3 |          |               |
|                     | HUSR 250 C                      | Sociology of Aging                             | 3 |          |               |
|                     | or                              |  |   |          |               |
| SOC 250 C           | Sociology of Aging              | 3  |   |          |               |
| HUSR 255 C          | Psychology of Aging             | 3  |   |          |               |
|                     | or                              |  |   |          |               |
| PSY 255 C           | Psychology of Aging             | 3  |   |          |               |
| HUSR 292 C          | Introduction to Criminology     | 3  |   |          |               |
| KIN 249 C           | Sport and United States Society | 3  |   |          |               |
| KIN 248 C           | Psychology of Sport             | 3  |   |          |               |
| KIN 280 C           | Introduction to Public Health   | 3  |   |          |               |
| KIN 281 C           | Health and Social Justice       | 3  |   |          |               |
| KIN 283 C           | Women's Health                  | 3  |   |          |               |
| KIN 285 C           | Global and Community Health     | 3  |   |          |               |
| POSC 100 C          | United States Government        | 3  |   |          |               |
|                     | or                              |  |   |          |               |



|                     | MODIFY DEGREES/CERTIFICATES  |                                   |    |          |               |  |
|---------------------|--|-----------------------------------|----|----------|---------------|--|
| DEGREE              |  |                                   |    | EFF DATE | JUSTIFICATION |  |
| Counseling<br>Cont. | POSC 100HC   | Honors United States Government   | 3- |          |               |  |
|                     | POSC 101 C   | Gender and American Politics      | 3- |          |               |  |
|                     | POSC 120 C   | Political Theory                  | 3- |          |               |  |
|                     | POSC 200 C   | Introduction to Political Science | 3- |          |               |  |
|                     | POSC 209 C   | Urban Politics                    | 3- |          |               |  |
|                     | POSC 210 C   | Contemporary Political Issues     | 3- |          |               |  |
|                     | POSC 215 C   | Comparative Politics              | 3- |          |               |  |
|                     | POSC 216 C   | Politics of the Middle East       | 3- |          |               |  |
|                     | POSC 230 C   | International Relations           | 3- |          |               |  |
|                     | PSY 101 C  | Introduction to Psychology        | 3- |          |               |  |
|                     |  | or                                |    |          |               |  |
|                     | PSY 101HC  | Honors Introduction to Psychology | 3- |          |               |  |
|                     | PSY 120 C  | Human Sexuality                   | 3- |          |               |  |
|                     | PSY 131 C  | Cross-Cultural Psychology         | 3- |          |               |  |
|                     | PSY 139 C  | Developmental Psychology          | 3- |          |               |  |
|                     | PSY 145 C  | Child Psychology                  | 3- |          |               |  |
|                     | PSY 202 C  | Research Methods in Psychology    | 4  |          |               |  |
|                     | PSY 221 C  | The Brain and Behavior            | 3- |          |               |  |
|                     | PSY 222 C  | Abnormal Psychology               | 3- |          |               |  |
|                     | PSY 251 C  | Social Psychology                 | 3- |          |               |  |
|                     | SOC 101 C  | Introduction to Sociology         | 3- |          |               |  |
|                     |  | or                                |    |          |               |  |
|                     | SOC 101HC  | Honors Introduction to Sociology  | 3- |          |               |  |
|                     | SOC 102 C  | Social Problems                   | 3- |          |               |  |
|                     | SOC 225 C  | Sociology of Women                | 3- |          |               |  |
|                     | SOC 275 C  | Marriage and Family               | 3- |          |               |  |
|                     | SOC 277 C  | Sociology of Religion             | 3- |          |               |  |
|                     | SOC 292 C  | Introduction to Criminology       | 3- |          |               |  |
|                     | <b>AREA 5 – PHYSICAL AND BIOLOGICAL SCIENCES</b>   |                                   |    |          |               |  |
|                     | <b>REQUIREMENT: At least 2 courses, one from Group A and one from Group B; at least one course must include a laboratory (7-9 semester/9-12 quarter units). Group C is a new area that includes science labs that combine lecture and lab or lab only courses.</b> |                                   |    |          |               |  |
|                     | <b>GROUP A: PHYSICAL SCIENCES</b>  |                                   |    |          |               |  |
|                     | <b>Physical Sciences w/lab:</b>  |                                   |    |          |               |  |
|                     | ASTR 116 C   | Introduction to Astronomy         | 3  |          |               |  |
|                     |  | and                               |    |          |               |  |
|                     | ASTR 117 C   | Astronomy Lab                     | 1  |          |               |  |
|                     |  | or                                |    |          |               |  |
|                     | ASTR 116HC   | Honors Introduction to Astronomy  | 3  |          |               |  |
|                     |  | and                               |    |          |               |  |
| ASTR 117HC          | Honors Astronomy Lab   | 1                                 |    |          |               |  |
| CHEM 100 C          | Chemistry for Daily Life   | 4                                 |    |          |               |  |
| CHEM 101 C          | Chemistry for Health Science Majors I  | 4                                 |    |          |               |  |
| CHEM 104 C          | Physical Science for Teachers  | 4                                 |    |          |               |  |
|                     | or   |                                   |    |          |               |  |
| PHSC 104 C          | Physical Science for Teachers  | 4                                 |    |          |               |  |
| CHEM 107 C          | Preparation for General Chemistry  | 5                                 |    |          |               |  |
| CHEM 111AC          | General Chemistry I  | 5                                 |    |          |               |  |
| CHEM 111BC          | General Chemistry II   | 5                                 |    |          |               |  |
| GEOG 102 C          | Physical Geography   | 3                                 |    |          |               |  |
|                     | and  |                                   |    |          |               |  |
| GEOG 102LC          | Physical Geography - Lab   | 1                                 |    |          |               |  |
| GEOG 140 C          | Weather and Climate  | 3                                 |    |          |               |  |
| GEOL 100 C          | Physical Geology   | 3                                 |    |          |               |  |
|                     | and  |                                   |    |          |               |  |
| GEOL 101 C          | Physical Geology Laboratory  | 1                                 |    |          |               |  |
|                     | or   |                                   |    |          |               |  |
| GEOL 100HC          | Honors Physical Geology  | 3                                 |    |          |               |  |
|                     | and  |                                   |    |          |               |  |
| GEOL 101 C          | Physical Geology Laboratory  | 1                                 |    |          |               |  |
|                     | or   |                                   |    |          |               |  |
| GEOL 100 C          | Physical Geology   | 3                                 |    |          |               |  |
|                     | and  |                                   |    |          |               |  |
| GEOL 115 C          | Physical Geology Field Lab   | 1                                 |    |          |               |  |
|                     | or   |                                   |    |          |               |  |
| GEOL 100HC          | Honors Physical Geology  | 3                                 |    |          |               |  |
|                     | and  |                                   |    |          |               |  |
| GEOL 115 C          | Physical Geology Field Lab   | 1                                 |    |          |               |  |
| GEOL 103 C          | Historical Geology   | 4                                 |    |          |               |  |

|                     |   | MODIFY DEGREES/CERTIFICATES         |   |              |               |  |
|---------------------|---|-------------------------------------|---|--------------|---------------|--|
| DEGREE              |   |                                     |   | EFF DATE     | JUSTIFICATION |  |
| Counseling<br>Cont. | GEOL 130 C  | Introduction to Oceanography        | 3 |              |               |  |
|                     |   | and                                 |   |              |               |  |
|                     | GEOL 131 C  | Introduction to Oceanography Lab    | 1 |              |               |  |
|                     | PHYS 130 C  | Elementary Physics                  | 4 |              |               |  |
|                     | PHYS 201 C  | College Physics I                   | 4 |              |               |  |
|                     | PHYS 202 C  | College Physics II                  | 4 |              |               |  |
|                     | PHYS 210 C  | Physics for Life Sciences I         | 4 |              |               |  |
|                     | PHYS 211 C  | Physics for Life Sciences II        | 4 |              |               |  |
|                     | PHYS 221 C  | General Physics I                   | 4 |              |               |  |
|                     | PHYS 222 C  | General Physics II                  | 4 |              |               |  |
|                     | PHYS 223 C  | General Physics III                 | 4 |              |               |  |
|                     |   | <b>Sciences w/o lab:</b>            |   | <b>Units</b> |               |  |
|                     | ASTR 116 C  | Introduction to Astronomy           | 3 |              |               |  |
|                     |   | or                                  |   |              |               |  |
|                     | ASTR 116HC  | Honors Introduction to Astronomy    | 3 |              |               |  |
|                     | CHEM 103 C  | Chemistry and Society               | 3 |              |               |  |
|                     | GEOG 102 C  | Physical Geography                  | 3 |              |               |  |
|                     | GEOG 140 C  | Weather and Climate                 | 3 |              |               |  |
|                     | GEOL 100 C  | Physical Geology                    | 3 |              |               |  |
|                     |   | or                                  |   |              |               |  |
|                     | GEOL 100HC  | Honors Physical Geology             | 3 |              |               |  |
|                     | GEOL 120 C  | Geology of California               | 3 |              |               |  |
|                     | GEOL 125 C  | Natural Disasters                   | 3 |              |               |  |
|                     | GEOL 130 C  | Introduction to Oceanography        | 3 |              |               |  |
|                     | GEOL 190 C  | Environmental Geology               | 3 |              |               |  |
|                     |   | <b>GROUP B: BIOLOGICAL SCIENCES</b> |   | <b>Units</b> |               |  |
|                     |   | <b>Biological Sciences w/lab:</b>   |   |              |               |  |
|                     | ANTH 101 C  | Biological Anthropology             | 3 |              |               |  |
|                     |   | and                                 |   |              |               |  |
|                     | ANTH 101LC  | Biological Anthropology Lab         | 1 |              |               |  |
|                     |   | or                                  |   |              |               |  |
|                     | ANTH 101HC  | Honors Biological Anthropology      | 3 |              |               |  |
|                     |   | and                                 |   |              |               |  |
|                     | ANTH 101LC  | Biological Anthropology Lab         | 1 |              |               |  |
|                     | BIOL 101 C  | General Biology                     | 4 |              |               |  |
|                     |   | or                                  |   |              |               |  |
|                     | BIOL 101HC  | Honors General Biology              | 4 |              |               |  |
|                     | BIOL 122 C  | Marine Biology                      | 4 |              |               |  |
|                     | BIOL 174 C  | Biology of Cells and Tissues        | 4 |              |               |  |
|                     | BIOL 175 C  | Evolution and Biodiversity          | 4 |              |               |  |
|                     | BIOL 210 C  | Anatomy and Physiology              | 5 |              |               |  |
|                     | BIOL 220 C  | Medical Microbiology                | 4 |              |               |  |
|                     | BIOL 231 C  | General Human Anatomy               | 4 |              |               |  |
|                     | BIOL 241 C  | General Human Physiology            | 4 |              |               |  |
|                     | BIOL 276 C  | Ecology and Physiology              | 4 |              |               |  |
|                     |   | <b>Biological Sciences w/o lab:</b> |   | <b>Units</b> |               |  |
|                     | ANTH 101 C  | Biological Anthropology             | 3 |              |               |  |
|                     |   | or                                  |   |              |               |  |
|                     | ANTH 101HC  | Honors Biological Anthropology      | 3 |              |               |  |
|                     | BIOL 102 C  | Human Biology                       | 3 |              |               |  |
| BIOL 103 C          | Environmental Science   | 3                                   |   |              |               |  |
| BIOL 107 C          | Nutrition and World Food Issues   | 3                                   |   |              |               |  |
| BIOL 277 C          | Genetics  | 3                                   |   |              |               |  |
| BIOL 278 C          | Molecular Biology   | 4                                   |   |              |               |  |
| ANTH 210 C          | Introduction to Forensic Anthropology                                       | 3                                   |   |              |               |  |
| ANTH 212 C          | Applied and Practicing Anthropology   | 3                                   |   |              |               |  |
| PSY 221 C           | The Brain and Behavior  | 3                                   |   |              |               |  |
|                     | <b>GROUP C: PHYSICAL and BIOLOGICAL SCIENCE LABORATORIES</b>                |                                     |   |              |               |  |
|                     | <b>(ALL SCIENCE LABS THAT COMBINE LECTURE AND LAB OR LAB ONLY COURSES):</b> |                                     |   |              |               |  |
| ANTH 101LC          | Biological Anthropology Lab   | 1                                   |   |              |               |  |
| ASTR 117 C          | Astronomy Lab   | 1                                   |   |              |               |  |
|                     | or  |                                     |   |              |               |  |
| ASTR 117HC          | Honors Astronomy Lab  | 1                                   |   |              |               |  |
| BIOL 101 C          | General Biology   | 4                                   |   |              |               |  |
|                     | or  |                                     |   |              |               |  |
| BIOL 101HC          | Honors General Biology  | 4                                   |   |              |               |  |
| BIOL 122 C          | Marine Biology  | 4                                   |   |              |               |  |
| BIOL 174 C          | Biology of Cells and Tissues  | 4                                   |   |              |               |  |
| BIOL 175 C          | Evolution and Biodiversity  | 4                                   |   |              |               |  |
| BIOL 210 C          | Anatomy and Physiology  | 5                                   |   |              |               |  |
| BIOL 231 C          | General Human Anatomy   | 4                                   |   |              |               |  |
| BIOL 241 C          | General Human Physiology  | 4                                   |   |              |               |  |
| BIOL 276 C          | Ecology and Physiology  | 4                                   |   |              |               |  |

|  |  | MODIFY DEGREES/CERTIFICATES            |                |          |               |  |
|--|--|--|----------------|----------|---------------|--|
| DEGREE   |  |  |                | EFF DATE | JUSTIFICATION |  |
| Counseling<br>Cont.  | CHEM 100 C   | Chemistry for Daily Life               | 4              |          |               |  |
|  | CHEM 101 C   | Chemistry for Health Science Majors I  | 4              |          |               |  |
|  | CHEM 107 C   | Preparation for General Chemistry      | 5              |          |               |  |
|  | CHEM 111AC   | General Chemistry I                    | 5              |          |               |  |
|  | CHEM 111BC   | General Chemistry II                   | 5              |          |               |  |
|  | CHEM 201 C   | Chemistry for Health Science Majors II | 4.5            |          |               |  |
|  | GEOG 102LC   | Physical Geography - Lab               | 1              |          |               |  |
|  | GEOL 101 C   | Physical Geology Laboratory            | 1              |          |               |  |
|  | GEOL 103 C   | Historical Geology                     | 4              |          |               |  |
|  | GEOL 115 C   | Physical Geology Field Lab             | 1              |          |               |  |
|  | GEOL 131 C   | Introduction to Oceanography Lab       | 1              |          |               |  |
|  | PHYS 130 C   | Elementary Physics                     | 4              |          |               |  |
|  | PHYS 201 C   | College Physics I                      | 4              |          |               |  |
|  | PHYS 202 C   | College Physics II                     | 4              |          |               |  |
|  | PHYS 210 C   | Physics for Life Sciences I            | 4              |          |               |  |
|  | PHYS 211 C   | Physics for Life Sciences II           | 4              |          |               |  |
|  | PHYS 221 C   | General Physics I                      | 4              |          |               |  |
|  | PHYS 222 C   | General Physics II                     | 4              |          |               |  |
|  | PHYS 223 C   | General Physics III                    | 4              |          |               |  |
|  | <b>AREA 6A – LANGUAGE OTHER THAN ENGLISH (LOTE): UC requirement only. For a complete list of additional options that may meet this requirement students can view Cypress' IGETC pattern with a counselor and view it in the current catalog.</b> |  |                |          |               |  |
|  | <b>Cypress College courses that meet the proficiency level:</b>  |  |                |          |               |  |
|  | CHIN 102 C   | Elementary Chinese-Mandarin II         | 5              |          |               |  |
|  | FREN 102 C   | Elementary French II                   | 5              |          |               |  |
|  | FREN 203 C   | Intermediate French III                | 4              |          |               |  |
|  | FREN 204 C   | Intermediate French IV                 | 4              |          |               |  |
|  | JAPN 102 C   | Elementary Japanese II                 | 5              |          |               |  |
|  | PORT 102 C   | Elementary Portuguese II               | 5              |          |               |  |
|  | SPAN 102 C   | Elementary Spanish II                  | 5              |          |               |  |
|  | SPAN 201 C   | Spanish for Spanish Speakers I         | 5              |          |               |  |
|  | SPAN 202 C   | Spanish for Spanish Speakers II        | 5              |          |               |  |
| SPAN 203 C   | Intermediate Spanish III   | 4                                      |                |          |               |  |
| SPAN 204 C   | Intermediate Spanish IV  | 4                                      |                |          |               |  |
| <b>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION, AND AMERICAN IDEALS</b>   |  |  |                |          |               |  |
| <b>(Not part of IGETC, recommended for those transferring to a CSU, that they be completed prior to transfer.) (6 semester units, one course from Group A and one course from Group B)</b> |  |  |                |          |               |  |
| <b>Group A (U.S. Constitution &amp; Government):</b>   |  |  |                |          |               |  |
| POSC 100 C   | United States Government   | 3                                      |                |          |               |  |
|  | OR   |  |                |          |               |  |
| POSC 100HC   | Honors United States Government  | 3                                      |                |          |               |  |
| POSC 101 C   | Gender and American Politics   | 3                                      |                |          |               |  |
|  |  |  |                |          |               |  |
| <b>Group B (U.S. History):</b>   |  |  | <b>Units</b>   |          |               |  |
| ETHS 101 C   | American Ethnic Studies  | 3                                      |                |          |               |  |
|  | OR   |  |                |          |               |  |
| ETHS 101HC   | Honors American Ethnic Studies   | 3                                      |                |          |               |  |
| ETHS 130 C   | African-American History I   | 3                                      |                |          |               |  |
| ETHS 131 C   | African-American History II  | 3                                      |                |          |               |  |
| ETHS 160 C   | Native American History  | 3                                      |                |          |               |  |
| HIST 190 C   | History of the Americas I  | 3                                      |                |          |               |  |
| HIST 191 C   | History of the Americas II   | 3                                      |                |          |               |  |
| HIST 170 C   | History of the United States I   | 3                                      |                |          |               |  |
|  | OR   |  |                |          |               |  |
| HIST 170HC   | Honors History of the United States I  | 3                                      |                |          |               |  |
| HIST 171 C   | History of the United States II  | 3                                      |                |          |               |  |
|  | OR   |  |                |          |               |  |
| HIST 171HC   | Honors History of the United States II   | 3                                      |                |          |               |  |
|  |  |  |                |          |               |  |
| <b>Total Units</b>   |  |  | <b>37 - 39</b> |          |               |  |

| MODIFY DEGREES/CERTIFICATES |   |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|-----------------------------|---|-------|---------------|-------|-----------|----------------------------|---|--|----|--|-----------|-----------------------------------|---|--|-----|--|-----------|--------------------------------|---|--|----|--|-----------|---------------------------------------|---|--|--|-------|-----------|----------------------------------|---|--|----|--|-----------|---|---|--|--|-------|-----------|----------------------------|---|-----------|-------------------------------|---|-----------|-----------------------------|---|-----------|--------------------------------|---|--|--|-------|-----------|----------------------------------|---|-----------|----------------------------------|---|--|----|--|-----------|----------------------------------|---|-----------|---------------------------------|---|--|----|--|-----------|---------------------------------|---|-----------|----------|---|--|----|--|-----------|-------------|---|-----------|-------------------------------|---|-----------|--------------------------------|---|-----------|-------------------------------------|---|-----------|---|---|-----------|-------------------|---|-----------|---------------------------|---|-----------|--------------------------|---|-----------|-----------------------------|---|-----------|-------------|---|--|----|--|-----------|--------------------|---|-----------|------------------------------|---|-----------|-----------|---|-----------|-----------------|---|-----------|-----------------------|---|-----------|-----------------|---|-----------|--------------------------------|---|-----------|--|
| DEGREE                      |   |       | EFF DATE      |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             |   |       | JUSTIFICATION |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| English                     | <p><b>English Associate in Arts Degree for Transfer (AA-T)</b></p> <p><b>REQUIRED CORE: Literature and Critical Thinking (4-7 units)</b></p> <p><b>Select one option:</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ENGL102 C</td> <td>Introduction to Literature</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ENGL102HC</td> <td>Honors Introduction to Literature</td> <td>3</td> </tr> <tr> <td></td> <td>and</td> <td></td> </tr> <tr> <td>ENGL103 C</td> <td>Critical Reasoning and Writing</td> <td>4</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ENGL103HC</td> <td>Honors Critical Reasoning and Writing</td> <td>4</td> </tr> </tbody> </table> <p><b>OR</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ENGL104 C</td> <td>Critical Analysis and Literature</td> <td>4</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ENGL104HC</td> <td>Honors Critical Analysis and Literature</td> <td>4</td> </tr> </tbody> </table> <p><b>LIST A: British and/or American Literature (6 units)</b></p> <p><b>Choose two courses.</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ENGL211 C</td> <td>English Literature to 1760</td> <td>3</td> </tr> <tr> <td>ENGL212 C</td> <td>English Literature Since 1760</td> <td>3</td> </tr> <tr> <td>ENGL221 C</td> <td>American Literature to 1865</td> <td>3</td> </tr> <tr> <td>ENGL222 C</td> <td>American Literature Since 1865</td> <td>3</td> </tr> </tbody> </table> <p><b>LIST B: Electives</b></p> <p><b>Select courses based on option in REQUIRED CORE:</b></p> <p><b>Option 1: 6 units</b></p> <p><b>Option 2: 9 units</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ENGL105 C</td> <td>Introduction to Creative Writing</td> <td>3</td> </tr> <tr> <td>ENGL110 C</td> <td>Humanities: Ancient and Medieval</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>INDS100 C</td> <td>Humanities: Ancient and Medieval</td> <td>3</td> </tr> <tr> <td>ENGL111 C</td> <td>Humanities: Renaissance-Present</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>INDS101 C</td> <td>Humanities: Renaissance-Present</td> <td>3</td> </tr> <tr> <td>ENGL125 C</td> <td>The Film</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ENGL125HC</td> <td>Honors Film</td> <td>3</td> </tr> <tr> <td>ENGL126 C</td> <td>Introduction to Screenwriting</td> <td>3</td> </tr> <tr> <td>ENGL127 C</td> <td>Introduction to Poetry Writing</td> <td>3</td> </tr> <tr> <td>ENGL128 C</td> <td>Introduction to Short Story Writing</td> <td>3</td> </tr> <tr> <td>ENGL130 C</td> <td>Introduction to Creative Nonfiction Writing</td> <td>3</td> </tr> <tr> <td>ENGL135 C</td> <td>Grammar and Usage</td> <td>3</td> </tr> <tr> <td>ENGL208 C</td> <td>Asian American Literature</td> <td>3</td> </tr> <tr> <td>ENGL223 C</td> <td>World Literature to 1650</td> <td>3</td> </tr> <tr> <td>ENGL224 C</td> <td>World Literature Since 1650</td> <td>3</td> </tr> <tr> <td>ENGL234 C</td> <td>Shakespeare</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>ENGL234HC</td> <td>Honors Shakespeare</td> <td>3</td> </tr> <tr> <td>ENGL239 C</td> <td>Survey-Children's Literature</td> <td>3</td> </tr> <tr> <td>ENGL243 C</td> <td>Mythology</td> <td>3</td> </tr> <tr> <td>ENGL248 C</td> <td>Science Fiction</td> <td>3</td> </tr> <tr> <td>ENGL250 C</td> <td>Latino/a/x Literature</td> <td>3</td> </tr> <tr> <td>ENGL249 C</td> <td>Fantasy Fiction</td> <td>3</td> </tr> <tr> <td>ENGL256 C</td> <td>African-American Literature II</td> <td>3</td> </tr> </tbody> </table> |       |               | Units | ENGL102 C | Introduction to Literature | 3 |  | or |  | ENGL102HC | Honors Introduction to Literature | 3 |  | and |  | ENGL103 C | Critical Reasoning and Writing | 4 |  | or |  | ENGL103HC | Honors Critical Reasoning and Writing | 4 |  |  | Units | ENGL104 C | Critical Analysis and Literature | 4 |  | or |  | ENGL104HC | Honors Critical Analysis and Literature | 4 |  |  | Units | ENGL211 C | English Literature to 1760 | 3 | ENGL212 C | English Literature Since 1760 | 3 | ENGL221 C | American Literature to 1865 | 3 | ENGL222 C | American Literature Since 1865 | 3 |  |  | Units | ENGL105 C | Introduction to Creative Writing | 3 | ENGL110 C | Humanities: Ancient and Medieval | 3 |  | or |  | INDS100 C | Humanities: Ancient and Medieval | 3 | ENGL111 C | Humanities: Renaissance-Present | 3 |  | or |  | INDS101 C | Humanities: Renaissance-Present | 3 | ENGL125 C | The Film | 3 |  | or |  | ENGL125HC | Honors Film | 3 | ENGL126 C | Introduction to Screenwriting | 3 | ENGL127 C | Introduction to Poetry Writing | 3 | ENGL128 C | Introduction to Short Story Writing | 3 | ENGL130 C | Introduction to Creative Nonfiction Writing | 3 | ENGL135 C | Grammar and Usage | 3 | ENGL208 C | Asian American Literature | 3 | ENGL223 C | World Literature to 1650 | 3 | ENGL224 C | World Literature Since 1650 | 3 | ENGL234 C | Shakespeare | 3 |  | or |  | ENGL234HC | Honors Shakespeare | 3 | ENGL239 C | Survey-Children's Literature | 3 | ENGL243 C | Mythology | 3 | ENGL248 C | Science Fiction | 3 | ENGL250 C | Latino/a/x Literature | 3 | ENGL249 C | Fantasy Fiction | 3 | ENGL256 C | African-American Literature II | 3 | 2020 Fall | <p>Revision of course title for ENGL 260 C</p> <p>Adding: ENGL 260HC, ENGL 223 C, ENGL 224 C, ENGL 249 C, ENGL 250 C,</p> <p>Removed: ENGL 225 C, ENGL 247 C</p> <p>Total units remain the same.</p> |
|                             |   | Units |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL102 C                   | Introduction to Literature  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL102HC                   | Honors Introduction to Literature   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | and   |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL103 C                   | Critical Reasoning and Writing  | 4     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL103HC                   | Honors Critical Reasoning and Writing   | 4     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             |   | Units |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL104 C                   | Critical Analysis and Literature  | 4     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL104HC                   | Honors Critical Analysis and Literature   | 4     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             |   | Units |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL211 C                   | English Literature to 1760  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL212 C                   | English Literature Since 1760   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL221 C                   | American Literature to 1865   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL222 C                   | American Literature Since 1865  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             |   | Units |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL105 C                   | Introduction to Creative Writing  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL110 C                   | Humanities: Ancient and Medieval  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| INDS100 C                   | Humanities: Ancient and Medieval  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL111 C                   | Humanities: Renaissance-Present   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| INDS101 C                   | Humanities: Renaissance-Present   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL125 C                   | The Film  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL125HC                   | Honors Film   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL126 C                   | Introduction to Screenwriting   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL127 C                   | Introduction to Poetry Writing  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL128 C                   | Introduction to Short Story Writing   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL130 C                   | Introduction to Creative Nonfiction Writing   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL135 C                   | Grammar and Usage   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL208 C                   | Asian American Literature   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL223 C                   | World Literature to 1650  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL224 C                   | World Literature Since 1650   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL234 C                   | Shakespeare   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
|                             | or  |       |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL234HC                   | Honors Shakespeare  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL239 C                   | Survey-Children's Literature  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL243 C                   | Mythology   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL248 C                   | Science Fiction   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL250 C                   | Latino/a/x Literature   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL249 C                   | Fantasy Fiction   | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |
| ENGL256 C                   | African-American Literature II  | 3     |               |       |           |                            |   |  |    |  |           |                                   |   |  |     |  |           |                                |   |  |    |  |           |                                       |   |  |  |       |           |                                  |   |  |    |  |           |   |   |  |  |       |           |                            |   |           |                               |   |           |                             |   |           |                                |   |  |  |       |           |                                  |   |           |                                  |   |  |    |  |           |                                  |   |           |                                 |   |  |    |  |           |                                 |   |           |          |   |  |    |  |           |             |   |           |                               |   |           |                                |   |           |                                     |   |           |   |   |           |                   |   |           |                           |   |           |                          |   |           |                             |   |           |             |   |  |    |  |           |                    |   |           |                              |   |           |           |   |           |                 |   |           |                       |   |           |                 |   |           |                                |   |           |  |

|   |   | MODIFY DEGREES/CERTIFICATES  |       |           |  |           |   |  |
|---|---|--|-------|-----------|--|-----------|---|--|
| DEGREE  |   |  |       | EFF DATE  | JUSTIFICATION  |           |   |  |
| English Cont.   | ENGL255 C   | African-American Literature I  | 3     |           |  |           |   |  |
|   | ENGL260 C   | Survey of Arabic Literature (in translation)   | 3     |           |  |           |   |  |
|   |   | or   |       |           |  |           |   |  |
|   | ENGL260HC   | Honors Survey of Arabic Literature (in translation)  | 3     |           |  |           |   |  |
|   | Total Units   |  | 19    |           |  |           |   |  |
| English as a Second Language                          | <b>ESL Milestone Certificate: Pathway to Aviation and Travel Careers</b>                  |  |       | 2020 Fall | Expand certificate title and remove acronyms.<br>Removed: COUN 140 C<br>Total units remain the same. |           |   |  |
|   | <b>Complete the required ESL courses listed in sequence (15 units):</b>                   |  |       |           |  |           |   |  |
|   |   |  | Units |           |  |           |   |  |
|   | ESL184 C  | Advanced Academic Reading/Writing 1  | 5     |           |  |           |   |  |
|   | ESL185 C  | Advanced Academic Reading/Writing 2  | 5     |           |  |           |   |  |
|   | ESL186 C  | College Writing Preparation for Non-Native Speakers  | 5     |           |  |           |   |  |
|   | <b>Complete one of the following Aviation and Travel Careers (ATC) courses (3 units):</b> |  |       |           |  |           |   |  |
|   |   |  | Units |           |  |           |   |  |
|   | ATC101 C  | Introduction to Travel Careers   | 3     |           |  |           |   |  |
|   | ATC102 C  | Career Communication/Portfolio   | 3     |           |  |           |   |  |
|   | ATC160 C  | UAV/UAS Basic  | 3     |           |  |           |   |  |
|   | ATC270 C  | Airline Operations   | 3     |           |  |           |   |  |
|   | Total Units   |  | 18    |           |  |           |   |  |
|   | English as a Second Language  | <b>ESL Milestone Certificate: Pathway to Dental Hygiene, Nursing, and Psychiatric Technology</b> |       |           |  | 2020 Fall | Removed slashes (-/-) and replaced it with commas in certificate title.<br><br>Removed: PSY 101 C, PSY 101HC, SOC 101 C, SOC 101HC, COMM 100, COMM 100HC, COUN 140 C<br><br>Added: KIN 270 C, KIN 270 HC, BIOL 231 C, BIOL 241 C, BIOL 210 C<br><br>Total units from 18-19 to 18-20 |  |
|   |   | <b>Complete the Required ESL courses listed in sequence (15 units):</b>                          |       |           |  |           |   |  |
|   |   |  | Units |           |  |           |   |  |
| ESL184 C  |   | Advanced Academic Reading/Writing 1  | 5     |           |  |           |   |  |
| ESL185 C  |   | Advanced Academic Reading/Writing 2  | 5     |           |  |           |   |  |
| ESL186 C  |   | College Writing Preparation for Non-Native Speakers  | 5     |           |  |           |   |  |
| <b>Take one of the following courses (3-5 units):</b> |   |  |       |           |  |           |   |  |
|   |   |  | Units |           |  |           |   |  |
| CHEM101 C   |   | Chemistry for Health Science Majors I  | 4.5   |           |  |           |   |  |
| HRC100 C  |   | Nutrition  | 3     |           |  |           |   |  |
|   |   | or   |       |           |  |           |   |  |
| KIN270 C  |   | Nutrition Science and Application  | 3     |           |  |           |   |  |
|   |   | or   |       |           |  |           |   |  |
| KIN270HC  |   | Honors Nutrition: Science and Application  | 3     |           |  |           |   |  |
| BIOL160 C   |   | Integrated Medical Science   | 3     |           |  |           |   |  |
| BIOL231 C   |   | General Human Anatomy  | 4     |           |  |           |   |  |
| BIOL241 C   |   | General Human Physiology   | 4     |           |  |           |   |  |
| BIOL210 C   |   | Anatomy and Physiology   | 5     |           |  |           |   |  |
| PSY139 C  |   | Developmental Psychology   | 3     |           |  |           |   |  |
| Total Units   |   | 18 - 20  |       |           |  |           |   |  |

| MODIFY DEGREES/CERTIFICATES  |   |         | EFF DATE                         | JUSTIFICATION |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|------------------------------|---|---------|----------------------------------|---------------|----------|-------------------------------------|---|----------|---|---|----------|---|-------|-----------|-------------------|-------|----------|-------------------------------|-------|-----------|-----------------------------------|---|-------------|--------------------------|----|-----------|--|---|-------------|-------------------------------|---------|-----------|---|--|-----------|--------------------------------|---|-------------|--|----|-----------|---|
| DEGREE                       |   |         |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| English as a Second Language | <p><b>ESL Milestone Certificate: Pathway to Diagnostic Medical Sonography, Health Information Technology, and Radiological Technology</b></p> <p><b>Complete the Required ESL courses listed in sequence (15 units):</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ESL184 C</td> <td>Advanced Academic Reading/Writing 1</td> <td>5</td> </tr> <tr> <td>ESL185 C</td> <td>Advanced Academic Reading/Writing 2</td> <td>5</td> </tr> <tr> <td>ESL186 C</td> <td>College Writing Preparation for Non-Native Speakers</td> <td>5</td> </tr> </tbody> </table> <p><b>Complete one of the following courses (3 units):</b></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>HS147 C</td> <td>Survey of Disease</td> <td>3</td> </tr> </tbody> </table> <table border="1"> <tr> <td>Total Units</td> <td></td> <td>18</td> </tr> </table>  |         |                                  | Units         | ESL184 C | Advanced Academic Reading/Writing 1 | 5 | ESL185 C | Advanced Academic Reading/Writing 2                 | 5 | ESL186 C | College Writing Preparation for Non-Native Speakers | 5     |           |                   | Units | HS145 C  | Survey of Medical Terminology | 3     | HS147 C   | Survey of Disease                 | 3 | Total Units |                          | 18 | 2020 Fall | Expand certificate title and remove acronyms.<br>Removed: CIS 111 C, COUN 140 C<br>Added: HS 147 C<br><br>Total units remain the same. |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ESL184 C                     | Advanced Academic Reading/Writing 1   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ESL185 C                     | Advanced Academic Reading/Writing 2   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ESL186 C                     | College Writing Preparation for Non-Native Speakers   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| HS145 C                      | Survey of Medical Terminology   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| HS147 C                      | Survey of Disease   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| Total Units                  |   | 18      |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| English as a Second Language | <p><b>ESL Milestone Certificate: Pathway to Science, Engineering, and Mathematics</b></p> <p><b>Complete the Required ESL courses listed in sequence (10 units):</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>ESL185 C</td> <td>Advanced Academic Reading/Writing 2</td> <td>5</td> </tr> <tr> <td>ESL186 C</td> <td>College Writing Preparation for Non-Native Speakers</td> <td>5</td> </tr> </tbody> </table> <p><b>Complete the following MATH course (4 units):</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MATH141 C</td> <td>College Algebra</td> <td>4</td> </tr> </tbody> </table> <p><b>Complete one of the following courses (4-5 units):</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CHEM107 C</td> <td>Preparation for General Chemistry</td> <td>5</td> </tr> <tr> <td>CHEM111AC</td> <td>General Chemistry I</td> <td>5</td> </tr> <tr> <td>PHYS130 C</td> <td>Elementary Physics</td> <td>4</td> </tr> </tbody> </table> <table border="1"> <tr> <td>Total Units</td> <td></td> <td>18 - 19</td> </tr> </table> |         |                                  | Units         | ESL185 C | Advanced Academic Reading/Writing 2 | 5 | ESL186 C | College Writing Preparation for Non-Native Speakers | 5 |          |   | Units | MATH141 C | College Algebra   | 4     |          |                               | Units | CHEM107 C | Preparation for General Chemistry | 5 | CHEM111AC   | General Chemistry I      | 5  | PHYS130 C | Elementary Physics   | 4 | Total Units |                               | 18 - 19 | 2020 Fall | Expand certificate title and remove acronyms.<br><br>Total units remain the same. |  |           |                                |   |             |  |    |           |   |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ESL185 C                     | Advanced Academic Reading/Writing 2   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ESL186 C                     | College Writing Preparation for Non-Native Speakers   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MATH141 C                    | College Algebra   | 4       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| CHEM107 C                    | Preparation for General Chemistry   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| CHEM111AC                    | General Chemistry I   | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| PHYS130 C                    | Elementary Physics  | 4       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| Total Units                  |   | 18 - 19 |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| Management                   | <p><b>BUSINESS MANAGEMENT CERTIFICATE</b></p> <p><b>Required courses are listed in suggested sequence (17 units):</b></p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MGT161 C</td> <td>Introduction to Business</td> <td>3</td> </tr> <tr> <td>MKT222 C</td> <td>Principles of Marketing</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MKT210 C</td> <td>Consumer Behavior</td> <td>3</td> </tr> <tr> <td>MGT240 C</td> <td>Legal Environment of Business</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT262 C</td> <td>Principles of Management</td> <td>3</td> </tr> <tr> <td>ACCT101 C</td> <td>Financial Accounting</td> <td>5</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>Total Units</td> <td></td> <td>17</td> </tr> </tbody> </table>   |         |                                  | Units         | MGT161 C | Introduction to Business            | 3 | MKT222 C | Principles of Marketing                             | 3 |          | or  |       | MKT210 C  | Consumer Behavior | 3     | MGT240 C | Legal Environment of Business | 3     |           | or                                |   | MGT262 C    | Principles of Management | 3  | ACCT101 C | Financial Accounting   | 5 | ECON105 C   | Principles of Economics-Micro | 3       |           | or  |  | ECON105HC | Honors Principles of Economics | 3 | Total Units |  | 17 | 2020 Fall | Due to changes in current business practices, it is necessary to make an adjustment to the courses that make up this certificate. We intend to eliminate outdated courses and replace them with existing courses which better reflect current business practices. This is not a major overhaul of the program, yet it is essential to maintain the integrity of our certificate.<br><br>Removed: CIS 111 C, MGT 261 C, MGT 266 C, ECON 110 C<br><br>Added: MKT 210 C<br><br>Total units from 29 to 17 |
|                              |   | Units   |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MGT161 C                     | Introduction to Business  | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MKT222 C                     | Principles of Marketing   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              | or  |         |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MKT210 C                     | Consumer Behavior   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MGT240 C                     | Legal Environment of Business   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              | or  |         |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| MGT262 C                     | Principles of Management  | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ACCT101 C                    | Financial Accounting  | 5       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ECON105 C                    | Principles of Economics-Micro   | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
|                              | or  |         |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| ECON105HC                    | Honors Principles of Economics  | 3       |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| Total Units                  |   | 17      |                                  |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |
| Management                   | <b>RETAIL MANAGEMENT CERTIFICATE</b>  | 2020    | Course revisions to meet current |               |          |                                     |   |          |   |   |          |   |       |           |                   |       |          |                               |       |           |                                   |   |             |                          |    |           |  |   |             |                               |         |           |   |  |           |                                |   |             |  |    |           |   |

|              |   | MODIFY DEGREES/CERTIFICATES |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|--------------|---|-----------------------------|--|----------|---------------|-------|-----------|-----------------------------|---|----------|---------------------------|---|-----------|-------------------------|---|-----------|------------------------------|---|----------|-------------------------|---|----------|------------------------------|-------|-----------|--------------------------------|---|-----------|--|---|----------|--------------------------|---|-----------|-------------------------|---|----------|-------------------------|-------|----------|-------------------------------|---|-------------|-------------------------|----|----------|---|---|-----------|----------------------|---|----------|----------------------|---|-------------|--|---------|-----------|--|
| DEGREE       |   |                             |  | EFF DATE | JUSTIFICATION |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | <b>Required courses are listed in suggested sequence (24 units):</b> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MGT161 C</td> <td>Introduction to Business</td> <td>3</td> </tr> <tr> <td>MGT151 C</td> <td>Business Mathematics</td> <td>3</td> </tr> <tr> <td>MGT211 C</td> <td>Writing for Business</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT111 C</td> <td>Business Communications</td> <td>3</td> </tr> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS150 C</td> <td>Microsoft Office Applications</td> <td>3</td> </tr> <tr> <td>MGT262 C</td> <td>Principles of Management</td> <td>3</td> </tr> <tr> <td>MKT105 C</td> <td>Principles of Retailing</td> <td>3</td> </tr> <tr> <td>MKT222 C</td> <td>Principles of Marketing</td> <td>3</td> </tr> <tr> <td>MGT266 C</td> <td>Human Relations in Business</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>24</td> </tr> </tbody> </table>   |                             |  |          |               | Units | MGT161 C  | Introduction to Business    | 3 | MGT151 C | Business Mathematics      | 3 | MGT211 C  | Writing for Business    | 3 |           | or                           |   | MGT111 C | Business Communications | 3 | CIS111 C | Computer Information Systems | 3     |           | or                             |   | CIS150 C  | Microsoft Office Applications  | 3 | MGT262 C | Principles of Management | 3 | MKT105 C  | Principles of Retailing | 3 | MKT222 C | Principles of Marketing | 3     | MGT266 C | Human Relations in Business   | 3 | Total Units |                         | 24 | Fall     | <p>W AFC current required outcomes.</p> <p>Removed: COMM 100 C, COMM 100HC, ACCT 101 C, MGT 268 C</p> <p>Added: MGT 161 C, CIS 150 C</p> <p>Total units from 32 to 24</p> |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              |   | Units                       |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT161 C     | Introduction to Business  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT151 C     | Business Mathematics  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT211 C     | Writing for Business  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | or  |                             |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT111 C     | Business Communications   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| CIS111 C     | Computer Information Systems  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | or  |                             |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| CIS150 C     | Microsoft Office Applications   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT262 C     | Principles of Management  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT105 C     | Principles of Retailing   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT222 C     | Principles of Marketing   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT266 C     | Human Relations in Business   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| Total Units  |   | 24                          |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| Marketing    | <b>MARKETING CERTIFICATE</b><br><b>Required courses are listed in suggested sequence (16 units):</b> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MGT161 C</td> <td>Introduction to Business</td> <td>3</td> </tr> <tr> <td>MKT103 C</td> <td>Principles of Advertising</td> <td>3</td> </tr> <tr> <td>MKT222 C</td> <td>Principles of Marketing</td> <td>3</td> </tr> <tr> <td>MKT208 C</td> <td>Principles of Selling</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT261 C</td> <td>Small Business Management</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>MGT262 C</td> <td>Principles of Management</td> <td>3</td> </tr> <tr> <td>MKT210 C</td> <td>Consumer Behavior</td> <td>3</td> </tr> <tr> <td>COUN139 C</td> <td>Career Exploration</td> <td>1</td> </tr> </tbody> </table> <b>Electives (select one course from the courses listed below 3-5 units)</b> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>MKT205 C</td> <td>Multicultural Markets in U.S.</td> <td>3</td> </tr> <tr> <td>MKT224 C</td> <td>International Marketing</td> <td>3</td> </tr> <tr> <td>MKT201 C</td> <td>Small Business Promotion</td> <td>3</td> </tr> <tr> <td>ACCT101 C</td> <td>Financial Accounting</td> <td>5</td> </tr> <tr> <td>MGT151 C</td> <td>Business Mathematics</td> <td>3</td> </tr> <tr> <td>Total Units</td> <td></td> <td>19 - 21</td> </tr> </tbody> </table> |                             |  |          |               | Units | MGT161 C  | Introduction to Business    | 3 | MKT103 C | Principles of Advertising | 3 | MKT222 C  | Principles of Marketing | 3 | MKT208 C  | Principles of Selling        | 3 |          | or                      |   | MGT261 C | Small Business Management    | 3     |           | or                             |   | MGT262 C  | Principles of Management   | 3 | MKT210 C | Consumer Behavior        | 3 | COUN139 C | Career Exploration      | 1 |          |                         | Units | MKT205 C | Multicultural Markets in U.S. | 3 | MKT224 C    | International Marketing | 3  | MKT201 C | Small Business Promotion  | 3 | ACCT101 C | Financial Accounting | 5 | MGT151 C | Business Mathematics | 3 | Total Units |  | 19 - 21 | 2020 Fall | <p>Due to changes in current marketing practices, it is necessary to make an adjustment to the courses that make up this certificate. We intend to eliminate outdated courses and replace them with existing courses which better reflect current marketing practices. This is not a major overhaul of the program, yet it is essential to maintain the integrity of our certificate.</p> <p>Removed: MKT 105 C<br/> Added: MGT 261 C, MGT 262 C, COUN 139 C</p> <p>Total Units from 21 to 19-21</p> |
|              |   | Units                       |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT161 C     | Introduction to Business  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT103 C     | Principles of Advertising   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT222 C     | Principles of Marketing   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT208 C     | Principles of Selling   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | or  |                             |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT261 C     | Small Business Management   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | or  |                             |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT262 C     | Principles of Management  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT210 C     | Consumer Behavior   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| COUN139 C    | Career Exploration  | 1                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              |   | Units                       |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT205 C     | Multicultural Markets in U.S.   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT224 C     | International Marketing   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MKT201 C     | Small Business Promotion  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| ACCT101 C    | Financial Accounting  | 5                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| MGT151 C     | Business Mathematics  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| Total Units  |   | 19 - 21                     |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| Theatre Arts | <b>Theatre Arts Production Associate in Science Degree</b><br><b>Required Theater courses (9 units):</b> <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>THEA101 C</td> <td>Play Analysis</td> <td>3</td> </tr> <tr> <td>THEA110 C</td> <td>Stage Management for Theatre</td> <td>3</td> </tr> <tr> <td>ART182 C</td> <td>Beginning Drawing</td> <td>3</td> </tr> </tbody> </table> <b>Select 8-9 units from the following design classes according to emphasis:</b> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>THEA140 C</td> <td>Introduction to Theater Design</td> <td>3</td> </tr> </tbody> </table>   |                             |  |          |               | Units | THEA100 C | Introduction to the Theater | 3 |          | or                        |   | THEA101 C | Play Analysis           | 3 | THEA110 C | Stage Management for Theatre | 3 | ART182 C | Beginning Drawing       | 3 |          |                              | Units | THEA140 C | Introduction to Theater Design | 3 | 2020 Fall | <p>Revision to incorporate new courses in Stage Management, Projection Design and Industry Prep for Technical Theatre Students.</p> <p>Removed: THEA 120 C, THEA 130 C, THEA 132 C, THEA 133 C</p> <p>Added: ART 182 C, THEA 141 C, THEA 110 C, THEA 111 C</p> <p>Title change: THEA 108 C</p> |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              |   | Units                       |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| THEA100 C    | Introduction to the Theater   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              | or  |                             |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| THEA101 C    | Play Analysis   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| THEA110 C    | Stage Management for Theatre  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| ART182 C     | Beginning Drawing   | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
|              |   | Units                       |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |
| THEA140 C    | Introduction to Theater Design  | 3                           |  |          |               |       |           |                             |   |          |                           |   |           |                         |   |           |                              |   |          |                         |   |          |                              |       |           |                                |   |           |  |   |          |                          |   |           |                         |   |          |                         |       |          |                               |   |             |                         |    |          |   |   |           |                      |   |          |                      |   |             |  |         |           |  |

|   |  | MODIFY DEGREES/CERTIFICATES             |       |              |   |  |
|---|--|---|-------|--------------|---|--|
| DEGREE  |  |   |       | EFF DATE     | JUSTIFICATION   |  |
| Theatre Arts<br>Cont.                         | THEA143 C  | Stagecraft                              | 3     |              | Total units remain the same.  |  |
|   | THEA141 C  | Video and Projection Design for Theatre | 3     |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA142 C  | Theater Sound and Recording             | 2     |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA144 C  | Lighting Design Fundamentals            | 3     |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA145 C  | Fundamentals of Costume Design          | 3     |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA146 C  | Scene Painting                          | 3     |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA147 C  | Stage Makeup                            | 3     |              |   |  |
|   |  |   |       |              |   |  |
|   | <b>Select three (3) units from the following production classes according to emphasis:</b> |   |       |              |   |  |
|   |  |   | Units |              |   |  |
|   | THEA149 C  | Stage Crew I- Running                   | 1 - 2 |              |   |  |
|   | THEA150 C  | Stage Crew II-Production Preparation    | 1 - 2 |              |   |  |
|   | THEA151 C  | Stage Crew III- Costume-Makeup          | 1 - 2 |              |   |  |
|   |  | or                                      |       |              |   |  |
|   | THEA152 C  | Stage Crew IV- House-Box Office         | 1 - 2 |              |   |  |
|   | <b>Select 2-3 units from the following theater classes according to emphasis.</b>          |   |       |              |   |  |
|   | <b>Recommended for all theater students:</b>   |   |       |              |   |  |
|   |  | Units                                   |       |              |   |  |
| THEA102 C                                     | World Theater History I  | 3                                       |       |              |   |  |
| THEA107 C                                     | Diversity in American Theater  | 3                                       |       |              |   |  |
| THEA107HC                                     | Honors Diversity in American Theater   | 3                                       |       |              |   |  |
| THEA108 C                                     | Playwriting  | 3                                       |       |              |   |  |
| THEA111 C                                     | Industry Prep for Theatre  | 3                                       |       |              |   |  |
| THEA225 C                                     | Directing for the Theater  | 3                                       |       |              |   |  |
| <b>Recommended for production and design:</b> |  |   |       |              |   |  |
|   |  | Units                                   |       |              |   |  |
| THEA151 C                                     | Stage Crew III- Costume-Makeup   | 1 - 2                                   |       |              |   |  |
| THEA152 C                                     | Stage Crew IV- House-Box Office  | 1 - 2                                   |       |              |   |  |
| THEA225 C                                     | Directing for the Theater  | 3                                       |       |              |   |  |
| THEA235 C                                     | Experimental Theater   | 2                                       |       |              |   |  |
| THEA247 C                                     | Prosthetic Makeup  | 3                                       |       |              |   |  |
|   |  |   |       |              |   |  |
|   | Total Units  | 22 - 24                                 |       |              |   |  |
| Theatre Arts                                  | <b>Theatre Arts Performance Associate in Arts Degree</b>                                   |   |       | 2020<br>Fall | Revision to add revised version of Thea 108, Playwriting. as electives to the degree.<br><br>Title change: THEA 108 C<br><br>Total units remain the same. |  |
|   | <b>Six (6) units from the following Theater courses required.</b>                          |   |       |              |   |  |
|   | <b>Required courses are listed in suggested sequence:</b>                                  |   |       |              |   |  |
|   |  | Units                                   |       |              |   |  |
| THEA100 C                                     | Introduction to the Theater  | 3                                       |       |              |   |  |
| THEA102 C                                     | World Theater History I  | 3                                       |       |              |   |  |
|   | or   |   |       |              |   |  |
| THEA107 C                                     | Diversity in American Theater  | 3                                       |       |              |   |  |
|   | or   |   |       |              |   |  |
| THEA107HC                                     | Honors Diversity in American Theater   | 3                                       |       |              |   |  |
|   | or   |   |       |              |   |  |
| Theatre Arts                                  |  |   |       |              |   |  |



| MODIFY DEGREES/CERTIFICATES                                   |  |                                | EFF DATE | JUSTIFICATION |
|---|--|--------------------------------|----------|---------------|
| DEGREE  |  |                                |          |               |
| Cont.   | THEA101 C  | Play Analysis                  | 3        |               |
|   |  |                                |          |               |
|   | <b>Select eleven to twelve (11-12) units from the following technique classes according to emphasis.</b> |                                |          |               |
|   |  |                                | Units    |               |
|   | THEA120 C  | Acting I                       | 3        |               |
|   | or   |                                |          |               |
|   | THEA126 C  | Musical Theater Techniques I   | 3        |               |
|   | THEA121 C  | Dynamic Movement for the Stage | 2        |               |
|   | or   |                                |          |               |
|   | THEA129 C  | Voice and Diction              | 3        |               |
|   | THEA124 C  | Acting II                      | 3        |               |
|   | or   |                                |          |               |
|   | THEA127 C  | Musical Theater Techniques II  | 3        |               |
|   | THEA125 C  | Acting III                     | 3        |               |
|   | or   |                                |          |               |
|   | THEA226 C  | Musical Theater Techniques III | 3        |               |
|   |  |                                |          |               |
|   | <b>Select three (3) units from the following design classes:</b>   |                                |          |               |
|   |  |                                | Units    |               |
|   | THEA140 C  | Introduction to Theater Design | 3        |               |
|   | or   |                                |          |               |
|   | THEA143 C  | Stagecraft                     | 3        |               |
|   | or   |                                |          |               |
|   | THEA144 C  | Lighting Design Fundamentals   | 3        |               |
|   | or   |                                |          |               |
|   | THEA145 C  | Fundamentals of Costume Design | 3        |               |
|   | or   |                                |          |               |
|   | THEA147 C  | Stage Makeup                   | 3        |               |
|   |  |                                |          |               |
|   | <b>Select 2-3 units from the following categories of theater classes according to emphasis.</b>          |                                |          |               |
| <b>Recommended for all theater arts students:</b>             |  |                                |          |               |
|   |  | Units                          |          |               |
| THEA107 C   | Diversity in American Theater  | 3                              |          |               |
| or  |  |                                |          |               |
| THEA107HC   | Honors Diversity in American Theater   | 3                              |          |               |
| THEA102 C   | World Theater History I  | 3                              |          |               |
| THEA225 C   | Directing for the Theater  | 3                              |          |               |
| THEA108 C   | Playwriting  | 3                              |          |               |
|   |  |                                |          |               |
| <b>Recommended for acting students according to emphasis:</b> |  |                                |          |               |
|   |  | Units                          |          |               |
| THEA121 C   | Dynamic Movement for the Stage   | 2                              |          |               |
| THEA128 C   | Acting for the Camera  | 2                              |          |               |
| THEA129 C   | Voice and Diction  | 3                              |          |               |
| THEA220 C   | Acting IV  | 3                              |          |               |
| THEA227 C   | Musical Theater Techniques IV  | 3                              |          |               |
|   |  |                                |          |               |
| <b>Recommended for performance:</b>                           |  |                                |          |               |
|   |  | Units                          |          |               |
| THEA130 C   | Acting Workshop  | 2 - 3                          |          |               |
| THEA132 C   | Musical Theater Performance I  | 2 - 3                          |          |               |
| THEA133 C   | Rehearsal Performance I  | 2 - 3                          |          |               |

Theatre Arts

| MODIFY DEGREES/CERTIFICATES |             |                                      |         |          |               |  |
|-----------------------------|-------------|--------------------------------------|---------|----------|---------------|--|
| DEGREE                      |             |                                      |         | EFF DATE | JUSTIFICATION |  |
| Cont.                       | THEA135 C   | Musical Theater Performance II       | 2 - 3   |          |               |  |
|                             | THEA136 C   | Rehearsal Performance II             | 2 - 3   |          |               |  |
|                             | THEA137 C   | Summer Musical Theater Workshop I    | 1 - 2   |          |               |  |
|                             | THEA138 C   | Summer Musical Theater Workshop II   | 1 - 2   |          |               |  |
|                             | THEA149 C   | Stage Crew I- Running                | 1 - 2   |          |               |  |
|                             | THEA150 C   | Stage Crew II-Production Preparation | 1 - 2   |          |               |  |
|                             | THEA151 C   | Stage Crew III- Costume-Makeup       | 1 - 2   |          |               |  |
|                             | THEA152 C   | Stage Crew IV- House-Box Office      | 1 - 2   |          |               |  |
|                             | THEA232 C   | Musical Theater Performance III      | 2 - 3   |          |               |  |
|                             | THEA233 C   | Musical Theater Performance IV       | 2 - 3   |          |               |  |
|                             | THEA234 C   | Rehearsal Performance III            | 2 - 3   |          |               |  |
|                             | THEA235 C   | Experimental Theater                 | 2       |          |               |  |
|                             | THEA236 C   | Summer Theater Workshop I            | 1 - 2   |          |               |  |
|                             | THEA237 C   | Summer Theater Workshop II           | 1 - 2   |          |               |  |
|                             | THEA238 C   | Rehearsal Performance IV             | 2 - 3   |          |               |  |
|                             | Total Units |                                      | 22 - 24 |          |               |  |

| DEACTIVATE DEGREES/CERTIFICATES |  |       |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
|---------------------------------|--|-------|--|----------|---------------|-------|---------|--|---|---------|-------------------------|---|-----|--|--|---------|--------------------------|---|-----|--|--|---------|---------------------------|---|----|--|--|---------|---------------------------------------|----|---------|--------------------------------|----|---------|-----------------------------|---|---------|-----------------------------------|----|---------|--------------------------------|---|---------|--------------------------------|----|-------------|--|----|-----------|----------------------------|
| DEGREE                          |  |       |  | EFF DATE | JUSTIFICATION |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| Automotive Technology           | <b>Automotive Technology: Toyota Specialist Certificate</b><br><b>Required courses are listed in suggested sequence:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>AT109 C</td> <td>Introduction to Toyota Automotive Technology</td> <td>4</td> </tr> <tr> <td>AT105 C</td> <td>Automotive Electrical I</td> <td>4</td> </tr> <tr> <td colspan="3" style="text-align: center;">and</td> </tr> <tr> <td>AT106 C</td> <td>Automotive Electrical II</td> <td>4</td> </tr> <tr> <td colspan="3" style="text-align: center;">and</td> </tr> <tr> <td>AT107 C</td> <td>Automotive Electrical III</td> <td>4</td> </tr> <tr> <td colspan="3" style="text-align: center;">or</td> </tr> <tr> <td>AT200 C</td> <td>Electronic and Electrical Diagnostics</td> <td>12</td> </tr> <tr> <td>AT130 C</td> <td>Auto Chassis and Brake Systems</td> <td>12</td> </tr> <tr> <td>AT115 C</td> <td>Automotive Air Conditioning</td> <td>4</td> </tr> <tr> <td>AT150 C</td> <td>Auto Performance and Driveability</td> <td>12</td> </tr> <tr> <td>AT121 C</td> <td>Auto Engine Mechanical Concept</td> <td>6</td> </tr> <tr> <td>AT140 C</td> <td>Auto Drivetrains/Transmissions</td> <td>12</td> </tr> <tr> <td colspan="2">Total Units</td> <td>62</td> </tr> </tbody> </table> |       |  |          |               | Units | AT109 C | Introduction to Toyota Automotive Technology | 4 | AT105 C | Automotive Electrical I | 4 | and |  |  | AT106 C | Automotive Electrical II | 4 | and |  |  | AT107 C | Automotive Electrical III | 4 | or |  |  | AT200 C | Electronic and Electrical Diagnostics | 12 | AT130 C | Auto Chassis and Brake Systems | 12 | AT115 C | Automotive Air Conditioning | 4 | AT150 C | Auto Performance and Driveability | 12 | AT121 C | Auto Engine Mechanical Concept | 6 | AT140 C | Auto Drivetrains/Transmissions | 12 | Total Units |  | 62 | 2020 Fall | Change in required courses |
|                                 |  | Units |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT109 C                         | Introduction to Toyota Automotive Technology   | 4     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT105 C                         | Automotive Electrical I  | 4     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| and                             |  |       |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT106 C                         | Automotive Electrical II   | 4     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| and                             |  |       |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT107 C                         | Automotive Electrical III  | 4     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| or                              |  |       |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT200 C                         | Electronic and Electrical Diagnostics  | 12    |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT130 C                         | Auto Chassis and Brake Systems   | 12    |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT115 C                         | Automotive Air Conditioning  | 4     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT150 C                         | Auto Performance and Driveability  | 12    |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT121 C                         | Auto Engine Mechanical Concept   | 6     |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| AT140 C                         | Auto Drivetrains/Transmissions   | 12    |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |
| Total Units                     |  | 62    |  |          |               |       |         |  |   |         |                         |   |     |  |  |         |                          |   |     |  |  |         |                           |   |    |  |  |         |                                       |    |         |                                |    |         |                             |   |         |                                   |    |         |                                |   |         |                                |    |             |  |    |           |                            |

**DEACTIVATE DEGREES/CERTIFICATES**

| DEGREE                       |   | EFF DATE | JUSTIFICATION |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|------------------------------|---|----------|---------------|-------|----------|------------------------------|---|----------|-----------------------------|---|----------|-----------------------|---|----------|---------------------------|---|----------|------------------------------|---|-------------|---------------------------------|----|-----------|---|--|-------------|----------------------------|----|-----------|---|---|-----------|----------------------|---|----------|-------------------------|---|----------|-------------------------|---|----------|-----------------------------|---|----------|----------------------------|---|--|--|--|-------------|--|----|-----------|---|
| Computer Information Systems | <p><b>JAVA PROGRAMMING CERTIFICATE</b></p> <p><b>Required courses are listed in suggested sequence:</b></p> <table border="1" data-bbox="277 310 959 583"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td>CIS211 C</td> <td>Introduction to Programming</td> <td>3</td> </tr> <tr> <td>CIS226 C</td> <td>Java Programming</td> <td>3</td> </tr> <tr> <td>CIS234 C</td> <td>Advanced Java Programming</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>CIS252 C</td> <td>Java Web and Mobil Applications</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>12</td> </tr> </tbody> </table>  |          |               | 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 and Mobil Applications | 3  |           |   |  | Total Units |                            | 12 | 2020 Fall | Lack of demand for this certificate.<br>Courses are Active in other programs. |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              |   | 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 and Mobil Applications   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              |   |          |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| Total Units                  |   | 12       |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| Computer Information Systems | <p><b>VISUAL C PROGRAMMING CERTIFICATE</b></p> <p><b>Required courses are listed in suggested sequence:</b></p> <table border="1" data-bbox="277 852 927 1073"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td>CIS211 C</td> <td>Introduction to Programming</td> <td>3</td> </tr> <tr> <td>CIS218 C</td> <td>Visual C# Programming</td> <td>3</td> </tr> <tr> <td>CIS223 C</td> <td>Visual C++ Programming</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>12</td> </tr> </tbody> </table>   |          |               | Units | CIS111 C | Computer Information Systems | 3 | CIS211 C | Introduction to Programming | 3 | CIS218 C | Visual C# Programming | 3 | CIS223 C | Visual C++ Programming    | 3 |          |                              |   | Total Units |                                 | 12 | 2020 Fall | Lack of demand for this certificate.<br>Courses are Active in other programs. |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              |   | Units    |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| CIS111 C                     | Computer Information Systems  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| CIS211 C                     | Introduction to Programming   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| CIS218 C                     | Visual C# Programming   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| CIS223 C                     | Visual C++ Programming  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              |   |          |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| Total Units                  |   | 12       |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| Management                   | <p><b>ASSOCIATE IN SCIENCE DEGREE RETAIL MANAGEMENT</b></p> <p><b>Required courses are listed in suggested sequence:</b></p> <table border="1" data-bbox="277 1272 927 1797"> <thead> <tr> <th></th> <th></th> <th>Units</th> </tr> </thead> <tbody> <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>MGT151 C</td> <td>Business Mathematics</td> <td>3</td> </tr> <tr> <td>CIS111 C</td> <td>Computer Information Systems</td> <td>3</td> </tr> <tr> <td>COMM100 C</td> <td>Human Communication</td> <td>3</td> </tr> <tr> <td></td> <td>or</td> <td></td> </tr> <tr> <td>COMM100HC</td> <td>Honors Human Communication</td> <td>3</td> </tr> <tr> <td>MGT262 C</td> <td>Principles of Management</td> <td>3</td> </tr> <tr> <td>ACCT101 C</td> <td>Financial Accounting</td> <td>5</td> </tr> <tr> <td>MKT222 C</td> <td>Principles of Marketing</td> <td>3</td> </tr> <tr> <td>MKT105 C</td> <td>Principles of Retailing</td> <td>3</td> </tr> <tr> <td>MGT266 C</td> <td>Human Relations in Business</td> <td>3</td> </tr> <tr> <td>MGT268 C</td> <td>Human Resources Management</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Total Units</td> <td></td> <td>32</td> </tr> </tbody> </table> |          |               | Units | MGT111 C | Business Communications      | 3 |          | or                          |   | MGT211 C | Writing for Business  | 3 | MGT151 C | Business Mathematics      | 3 | CIS111 C | Computer Information Systems | 3 | COMM100 C   | Human Communication             | 3  |           | or  |  | COMM100HC   | Honors Human Communication | 3  | MGT262 C  | Principles of Management  | 3 | ACCT101 C | Financial Accounting | 5 | MKT222 C | Principles of Marketing | 3 | MKT105 C | Principles of Retailing | 3 | MGT266 C | Human Relations in Business | 3 | MGT268 C | Human Resources Management | 3 |  |  |  | Total Units |  | 32 | 2020 Fall | Program no longer meets the students' needs.<br>Courses are Active in other programs. |
|                              |   | Units    |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT111 C                     | Business Communications   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              | or  |          |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT211 C                     | Writing for Business  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT151 C                     | Business Mathematics  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| CIS111 C                     | Computer Information Systems  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| COMM100 C                    | Human Communication   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              | or  |          |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| COMM100HC                    | Honors Human Communication  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT262 C                     | Principles of Management  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| ACCT101 C                    | Financial Accounting  | 5        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MKT222 C                     | Principles of Marketing   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MKT105 C                     | Principles of Retailing   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT266 C                     | Human Relations in Business   | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| MGT268 C                     | Human Resources Management  | 3        |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
|                              |   |          |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |
| Total Units                  |   | 32       |               |       |          |                              |   |          |                             |   |          |                       |   |          |                           |   |          |                              |   |             |                                 |    |           |   |  |             |                            |    |           |   |   |           |                      |   |          |                         |   |          |                         |   |          |                             |   |          |                            |   |  |  |  |             |  |    |           |   |

| DEACTIVATE DEGREES/CERTIFICATES |  |  |  |
|---------------------------------|--|--|--|
| DEGREE                          |  | EFF DATE                                   | JUSTIFICATION  |
| Management                      | <b>Technology Management Certificate</b>                             |  | 2020 Fall<br>Certificate no longer meets the students' needs.<br>Courses are Active in other programs. |
|                                 | <b>Core Requirements</b>   |  |  |
|                                 |  | Units                                      |  |
|                                 | CIS160 C   | Information Systems Management 3           |  |
|                                 | or   |  |  |
|                                 | CIS182 C   | Microsoft Networking Fundamentals 3        |  |
|                                 | CIS274 C   | Project Management Fundamentals 3          |  |
|                                 | MGT161 C   | Introduction to Business 3                 |  |
|                                 | MGT262 C   | Principles of Management 3                 |  |
|                                 | or   |  |  |
| MGT266 C                        | Human Relations in Business 3  |  |  |
| Total Units                     |  | 12   |  |
| Office Administration           | <b>Office Assistant Certificate</b>                                  |  | 2020 Fall<br>Department reorganization of Curriculum programs  |
|                                 | <b>Required courses are listed in suggested sequence (16 units):</b> |  |  |
|                                 |  | Units                                      |  |
|                                 | CIS101 C   | Introduction MS Word/Document Formatting 3 |  |
|                                 | CIS103 C   | Microsoft Office PowerPoint Essentials 3   |  |
|                                 | or   |  |  |
|                                 | CIS150 C   | Microsoft Office Applications 3            |  |
|                                 | CIS121 C   | Adobe PDF Document Management 3            |  |
|                                 | CIS132 C   | Spreadsheet-Excel for Windows 4            |  |
|                                 | CIS142 C   | Database-Access for Windows 3              |  |
| Total Units                     |  | 13 - 16                                    |  |



# Curriculum

## Board of Trustees

Agenda Attachment

May 12, 2020 | DCCC approved: April 17, 2020

| NEW COURSES   |   |            |  |                |  |
|---|---|------------|--|----------------|--|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE       | JUSTIFICATION  |
| BUS 106 F<br>Business City<br>Field Trip                    | Units:<br>1<br>Lecture:<br>1<br>Laboratory:<br>0<br>GE:<br>CSU Transfer<br>Course<br>Yes  | 20         | Classes in which the instructor coordinates in-the-field discovery opportunities and supervises students with participation at local business sites and specially-arranged location visits.  | 2021<br>Summer | A new course to offer students short unique learning experiences through travel. Field trips are recognized as important moments in learning: a shared social experience that provides the opportunity for students to encounter and explore novel things in an authentic setting. We believe that field trips can deepen and enhance classroom studies. This course is supported and recommended by the Community Business Advisory Board group.  |
| ETHS 202 F<br>Race,<br>Ethnicity, and<br>Popular<br>Culture | Units:<br>3<br>Lecture:<br>3<br>Laboratory:<br>0<br>GE:<br>Associate<br>Degree<br>General<br>Education<br>Requirements<br>Area C2: Arts<br>and<br>Humanities -<br>Literature,<br>Philosophy,<br>Religion and<br>Foreign<br>Language | 35         | 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. | 2021<br>Fall   | Proposing this new course to expand the Ethnic Studies curriculum and to include in Ethnic Studies Department AA revisions: Africana, Chicana/o and Ethnic Studies. Cypress College is proposing the same course, ETHS 202 C: Race, Ethnicity, and Popular Culture. This course is proposed for Multicultural requirement approval and Distance Ed (Online and Hybrid). Proposed for UC transfer, CSU GE Area C2 and CSU GE Area D, IGETC Area 3B, and IGETC Area 4, proposed for AA GE Area C2. |

| NEW COURSES   |  |            |  |              |   |
|---|--|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| HIST 273 F<br>United States<br>Environmental<br>History | Units:<br>3<br>Lecture:<br>3<br>Laboratory:<br>0<br>GE:<br>Associate<br>Degree<br>General<br>Education<br>Requirements<br>Area D1:<br>Social and<br>Behavioral<br>Sciences -<br>Social,<br>Political and<br>Economic<br>Institutions | 40         | 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.   | 2021<br>Fall | To introduce students to environmental history, a field of study which began in the 1970s and is now a mature, robust field of historical inquiry. And to support the Geography Department in the creation of a Sustainability Degree. Course is being proposed for:<br>AA GE Area D1. Proposed for Distance Ed Online/Hybrid.<br>CSU General Education Requirements Area D: Social Sciences<br>IGETC General Education Transfer Curriculum Area 4F: Social and Behavioral Sciences – History   |
| MATH 032 F<br>Support for<br>Calculus for<br>Business   | Units:<br>2<br>Lecture:<br>2<br>Laboratory:<br>0<br>Corequisite:<br>Concurrency<br>Required:<br>MATH 130 F   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem-solving ability. | 2020<br>Fall | This course is designed to provide just-in-time remediation through a concurrent support course linked to an existing college level course. The goal is to provide additional support for students whose matriculation process determines they have some skills, but they are not fully prepared for a Calculus for Business course. Students are given support concurrent with MATH 130 F rather than taking a prerequisite course prior to enrollment. Students can also qualify through matriculation for MATH 130 F without the need for this course. Proposed for Distance Ed: Online and Hybrid |
| MATH 034 F<br>Support for<br>Trigonometry               | Units:<br>2<br>Lecture:<br>2<br>Laboratory:<br>0<br>Corequisite:<br>Concurrency<br>Required:<br>MATH 142 F   | 35         | 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.   | 2020<br>Fall | This is a concurrent support course for MATH 142 F motivated by AB 705. Proposed for Distance Ed Online/Hybrid.   |

| NEW COURSES  |  |            |  |              |  |
|--|--|------------|--|--------------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| PHOT 223 F<br>Creative<br>Photography                  | Units:<br>3<br>Lecture:<br>3<br>Laboratory:<br>0<br>GE:<br>CSU Transfer<br>Course<br>Yes   | 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.   | 2021<br>Fall | New course to expand the scope of curriculum in the photography department.  |
| PHOT 227 F<br>Social Media<br>and Still<br>Photography | Units:<br>3<br>Lecture:<br>3<br>Laboratory:<br>0<br>GE:<br>CSU Transfer<br>Course<br>Yes   | 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.   | 2021<br>Fall | New course to expand the scope of curriculum in the photography department.  |
| POSC 250 F<br>Gender and<br>Politics                   | Units:<br>3<br>Lecture:<br>3<br>Laboratory:<br>0<br>GE:<br>Associate<br>Degree<br>General<br>Education<br>Requirements<br>Area D1:<br>Social and<br>Behavioral<br>Sciences -<br>Social,<br>Political and<br>Economic<br>Institutions | 45         | The primary mode of instruction is lecture and may include discussion and/or group learning. While the instructor does lecture, some class time may focus on discussion, group learning, and/or formal/informal student presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021<br>Fall | This new course focusing on gender and politics will be a positive addition to Political Science course offerings. Proposing course to satisfy the Multicultural Graduation Requirement, AA GE Area D1, CSU GE Area D, IGETC Area 4H; UC/CSU Transfer Course |



| REVISED COURSES  |  |            |   |              |   |
|--|--|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
| ART 154 F<br>Ceramics:<br>Beginning<br>Throwing<br>Units: 3<br>Lecture: 2<br>Laboratory: 4 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ART 153 F</li> </ul> </li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 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. 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. Students' progress and success is proportional to this individualized instruction. | 2021<br>Fall | Six Year Review. Textbooks.   |
| ART 254 F<br>Advanced<br>Ceramics<br>Units: 3<br>Lecture: 2<br>Laboratory: 4               | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ART 155 F</li> </ul> </li> <li>● Course Content (Changing the overall scope of the course)</li> <li>● Prerequisite Revision</li> <li>● SAMS Code Revision</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> <li>● Catalog Description Update</li> </ul>                      | 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. This course requires a great deal of interaction between the students and the instructor, and involves individualized feedback at multiple steps in the creative process. There is also an emphasis on individualized instruction regarding the proper use of tools and materials in the studio.   | 2021<br>Fall | Six Year Review. Textbooks. Prerequisite revision FROM ART 154 F or ART 155 F TO ART 155 F. ART 154 F was removed as prerequisite because course is sequential. |

| REVISED COURSES   |   |            |   |              |   |
|---|---|------------|---|--------------|---|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
| ART 259 F<br>Tile II<br>Units: 3<br>Lecture: 2<br>Laboratory: 4                           | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ART 258 F</li> </ul> </li> <li>● CIP Code Revision</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul>  | 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.  | 2021<br>Fall | Six Year Review. Textbooks.   |
| CDES 201 F<br>Child in the Home and Community<br>Units: 3<br>Lecture: 3<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>● Assignments Revision</li> <li>● CSU GE Addition</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Objectives Revision</li> <li>● Remove Multicultural Requirement</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> <li>● GE:</li> <li>● Associate Degree General Education Requirements</li> <li>● Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding</li> </ul> | 45         | The primary mode of instruction is lecture and may include discussion and/or group learning. Evaluation is primarily through both objective (i.e. multiple choice, true/false/, fill-in-the-blank) and subjective exams (i.e. short answer, essay). Writing assignments are assessed mostly for concepts and structure. | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for CSU GE Area D. The department has agreed to remove the Multicultural requirement from this course. Comparable course information provided to support AA GE.                          |
| COUN 163 F<br>Personal Growth and Life Success<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>● AA GE Addition</li> <li>● Assignments Revision</li> <li>● CSU GE Addition</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Schedule Description Update</li> <li>● Textbooks</li> </ul>  | 30         | Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills.  | 2020<br>Fall | Course title change FROM "Personal Growth and Life Transitions" TO Personal Growth and Life Success." Proposed for UC transfer approval. Proposed for Area E for AA GE; documentation for CSU GE Area E approval is attached. |

| REVISED COURSES  |   |            |   |           |  |
|--|---|------------|---|-----------|--|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION  |
|  | <ul style="list-style-type: none"> <li>• Title Revision with Program Impacts (LIST Programs in Justification)</li> <li>• UC Addition</li> <li>• GE:</li> <li>• Associate Degree General Education Requirements</li> <li>• Area D2: Social and Behavioral Sciences - Social Behavior and Self-Understanding</li> </ul>   |            |   |           |  |
| CSCI 123 F<br>Introduction to Programming Concepts in C++<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:</li> <li>• MATH 141 F</li> <li>• MATH 141HF or</li> <li>• MATH 142 F or</li> <li>• MATH 143 F or</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> | 25         | Class time includes individualized class and laboratory instruction, discussion, lecture, and group learning. Requires three or more programming assignments assessed for design, critical thinking, conceptual understanding, structure, style and language mechanics. One-on-one teacher and student discussions concerning individual projects will be used to refine and improve program code. Additional homework assignments and quizzes requiring programming, analysis and evaluation of code, and analysis of design involving best use of programming concepts is assigned. | 2021 Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: MATH 141 F with a grade of "C" or better or MATH 141HF with a grade of "C" or better or MATH 142 F with a grade of " C " or better" TO "Prerequisite: MATH 141 F with a grade of "C" or better or MATH 141HF with a grade of "C" or better or MATH 142 F or MATH 143 F, with a grade of 'C' or better." MATH 143 F was added since it also covers the same topics as MATH 141 F. |
| CSCI 133 F<br>Data Structures in C++<br>Units: 4<br>Lecture: 4<br>Laboratory: 0                      | <ul style="list-style-type: none"> <li>○ Prerequisite:</li> <li>• CSCI 123 F</li> <li>• Catalog Description Update</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> </ul>   | 25         | Class time includes individualized class and laboratory instruction, discussion, lecture, and group learning. Requires three or more programming assignments assessed for design, critical thinking, conceptual understanding, structure, style and language mechanics. One-on-one teacher and student discussions concerning individual projects will be used to refine and improve  | 2021 Fall | Six-Year Review  |

| REVISED COURSES  |   |            |   |           |   |
|--|---|------------|---|-----------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION   |
|  |   |            | program code. Additional homework assignments and quizzes requiring programming, analysis and evaluation of code, and analysis of design involving best use of programming concepts is assigned.  |           |   |
| CSCI 223 F<br>C Language for Math and Science<br>Units: 4<br>Lecture: 4<br>Laboratory: 0                         | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● CSCI 123 F</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● Catalog Description Update</li> </ul> </li> </ul>   | 25         | Class time includes individualized class and laboratory instruction, discussion, lecture, and group learning. Requires three or more programming assignments assessed for design, critical thinking, conceptual understanding, structure, style and language mechanics. One-on-one teacher and student discussions concerning individual projects will be used to refine and improve program code. Additional homework assignments and quizzes requiring programming, analysis and evaluation of code, and analysis of design involving best use of programming concepts is assigned. | 2021 Fall | Six-Year Review   |
| CSCI 241 F<br>Computer Organization and Assembly Language Programming<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● CSCI 133 F or</li> <li>● CSCI 223 F</li> </ul> </li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Evaluation</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul> | 25         | Class time includes individualized class and laboratory instruction, discussion, lecture, and group learning. Requires three or more programming assignments assessed for design, critical thinking, conceptual understanding, structure, style and language mechanics. One-on-one teacher and student discussions concerning individual projects will be used to refine and improve program code. Additional homework assignments and  | 2021 Fall | Six-Year Review<br>Changes to instructional objectives to remove references to out-of-date material (15, 16, 19) and to expand more relevant topics (22,24).<br>Changes to course content to remove out-of-date or redundant material (3.4, 4.5, 9.2, 17), to remove material not relevant to this course (19), to avoid terminology specific to one product or platform (5, 13). |

| REVISED COURSES   |  |            |  |           |   |
|---|--|------------|--|-----------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION   |
|   |  |            | quizzes requiring programming, analysis and evaluation of code, and analysis of design involving best use of programming concepts is assigned.   |           | Material added to course content to be compatible with CID COMP 142: 3.5, 4.6, 8.6, 11.4, 12.4.   |
| ENGL 100 F<br>College Writing<br>Units: 4<br>Lecture: 4<br>Laboratory: 0        | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 060 F or</li> <li>● ENGL 099 F or</li> <li>● ESL 186 F or</li> <li>● ESL 190 F or</li> </ul> </li> <li>● by assessment through the college's multiple measures placement processes</li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● READ 142 F</li> </ul> </li> <li>● Advisory Validation</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Objectives Revision</li> <li>● Prerequisite Revision</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021 Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: ENGL 060 F or ENGL 099 F, with a grade of "Pass," or ESL 186 F or ESL 190 F, with a grade of "C" or " Pass," or recommended score on the English placement test" TO "ENGL 060 F or ENGL 099 F, with a grade of Pass, or ESL 186 F or ESL 190 F, with a grade of C or Pass, or equivalent or by assessment through the college's multiple measures placement processes." Prerequisite is revised in order to meet expectations raised by the implementation of AB 705. |
| ENGL 100HF<br>Honors College Writing<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 060 F or</li> <li>● ENGL 099 F or</li> <li>● ESL 186 F or</li> <li>● ESL 190 F or</li> </ul> </li> <li>● by assessment through the college's multiple measures placement processes</li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● READ 142 F</li> </ul> </li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Evaluation</li> </ul>   | 20         | As approved by the Honors Advisory Committee, the Curriculum Committee and the Faculty Senate, Honors courses which employ extensive writing have a class size of 20.                              | 2021 Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: ENGL 060 F or ENGL 099 F, with a grade of "Pass," or ESL 186 F or ESL 190 F, with a grade of "C" or " Pass," or recommended score on the English placement test" TO "ENGL 060 F or ENGL 099 F, with a grade of Pass, or ESL 186 F or ESL 190 F, with a grade of C or Pass, or equivalent or by assessment through the college's multiple  |

| REVISED COURSES   |   |            |  |              |   |
|---|---|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>  |            |  |              | measures placement processes." Prerequisite is revised in order to meet expectations raised by the implementation of AB 705.  |
| ENGL 101 F<br>Enhanced<br>College<br>Writing<br>Units: 5<br>Lecture: 5<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 060 F or</li> <li>• ENGL 099 F or</li> <li>• ESL 186 F or</li> <li>• ESL 190 F or</li> <li>• by assessment through the college's multiple measures placement processes</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• READ 096 F</li> </ul> </li> <li>• Advisory Validation</li> <li>• Catalog Description Update</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> <li>• Add Distance Education(hybrid)</li> </ul> | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course. | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: ENGL 060 F or ENGL 099 F, with a grade of Pass, or ESL 186 F or ESL 190 F, with a grade of C or Pass, or appropriate score on the English placement test" TO "Prerequisite: ENGL 060 F or ENGL 099 F, with a grade of Pass, or ESL 186 F or ESL 190 F, with a grade of C or Pass, or equivalent or by assessment through the college's multiple measures placement processes." The English Department revised the prerequisite in response to AB 705's mandates. Proposed for Distance Ed (hybrid). |
| ENGL 102 F<br>Introduction to<br>Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>• Assignments Revision</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Validation</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>  | 35         | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Writing assignments are assessed mostly for concepts, structure, and writing skill.   | 2021<br>Fall | Six-Year Review. Textbooks.   |

| REVISED COURSES  |  |            |   |              |  |
|--|--|------------|---|--------------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION  |
| ENGL 102HF<br>Honors<br>Introduction to<br>Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 25         | This class is an honors section, which requires a class size of 25 in order to facilitate student-led presentations and seminar-style class discussion.   | 2021<br>Fall | Six-Year Review.<br>Textbooks.   |
| ENGL 104 F<br>Critical<br>Thinking and<br>Writing about<br>Literature<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Assignments Revision</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul>   | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.  | 2020<br>Fall | Six-Year Review.<br>Textbooks. Proposed for Distance Ed (hybrid and online).   |
| ENGL 105 F<br>Introduction to<br>Creative<br>Writing<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                  | <ul style="list-style-type: none"> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>or as determined by multiple measures of assessment</li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Addition</li> </ul>   | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of | 2021<br>Fall | Six-Year Review.<br>Textbooks. Prerequisite revision FROM "ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F, with a grade of C or better" TO "Prerequisite: Eligibility for ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F, or as determined by multiple measures of assessment." Advisory |

| REVISED COURSES |  |            |  |          |   |
|-----------------|--|------------|--|----------|---|
| COURSE ID       | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION                           | EFF DATE | JUSTIFICATION   |
|                 | <ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> |            | assessment are similar to a transfer-level course. |          | <p>Addition of "ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F."</p> <p>The English department agreed to change the original prerequisite to an advisory as a response to several trends in the community college system: AB 705, Guided Pathways, and several community colleges, such as Cerritos, El Camino and Long Beach City College that decided to remove the requirement for successful completion of College Writing as a prerequisite for an introductory creative writing class. The C-ID descriptor of Introduction to Creative Writing, CID ENGL 200, lists no prerequisite or corequisite, but it contains the following advisory/recommendation: "Successful completion of college-level composition (C-ID ENGL 100)..." The new prerequisite ("eligibility for...") was validated by matching ENGL 105 F's entry skills with the objectives of ENGL 100 F's previous prerequisites: ENGL 60 F, ENGL 99 F, ESL 186 F, and ESL 190 F. According to the directions from AB 705, eligibility for college composition could be measured in other ways than college course work: objectives met in basic skills/remedial</p> |



| REVISED COURSES  |   |            |  |           |  |
|--|---|------------|--|-----------|--|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION  |
|  |   |            |  |           | courses could be met by multiple measures, including high school transcripts and/or a counseling assessment. |
| ENGL 201 F<br>Intermediate College Writing<br>Units: 3<br>Lecture: 3<br>Laboratory: 0        | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Method of Instruction</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul>  | 27         | Evaluation mostly through writing assignments with a minimum of 6000-8000 words. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the amount of words may be less, but the amount of assignments and scope of assessment are similar to a transfer-level course. | 2021 Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online).                                    |
| ENGL 203 F<br>Introduction to Dramatic Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 35         | 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.   | 2021 Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online).                                    |

| REVISED COURSES   |  |            |  |              |   |
|---|--|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| ENGL 204 F<br>Introduction to Poetry<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul>                                | 35         | 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. | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online). |
| ENGL 207 F<br>The Short Story<br>Units: 3<br>Lecture: 3<br>Laboratory: 0        | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 35         | 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. | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online). |

| REVISED COURSES  |   |            |  |           |   |
|--|---|------------|--|-----------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION   |
| ENGL 208 F<br>Introduction to Film Studies<br>Units: 3<br>Lecture: 3<br>Laboratory: 1  | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 35         | 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. | 2021 Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online). |
| ENGL 212 F<br>British Literature since 1800<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul>  | 35         | 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. | 2021 Fall | Six-Year Review. Textbooks.   |

| REVISED COURSES   |   |            |  |           |                             |
|---|---|------------|--|-----------|-----------------------------|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION               |
| ENGL 212HF<br>Honors British Literature since 1800<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul>   | 25         | The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. 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. | 2021 Fall | Six-Year Review. Textbooks. |
| ENGL 221 F<br>American Literature to the Civil War<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> | 35         | 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.   | 2021 Fall | Six-Year Review. Textbooks. |

| REVISED COURSES   |  |            |  |              |                                |
|---|--|------------|--|--------------|--------------------------------|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION                  |
| ENGL 221HF<br>Honors<br>American<br>Literature to<br>the Civil War<br>Units: 3<br>Lecture: 3<br>Laboratory: 0         | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● ENGL 102 F</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> </ul>   | 25         | The Fullerton College Honors Program Advisory Board recommends a maximum class size of 25 students for a seminar-style honors course. 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. | 2021<br>Fall | Six-Year Review.               |
| ENGL 224 F<br>World<br>Literature<br>through the<br>Early Modern<br>Period<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Assignments Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Evaluation</li> <li>● Advisory Validation</li> <li>● Method of Instruction</li> <li>● Multicultural Requirement</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● GE: <ul style="list-style-type: none"> <li>● Associate Degree General Education Requirements</li> <li>● Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> </ul> </li> </ul> | 35         | 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 for concepts and structure.  | 2021<br>Fall | Six-Year Review.<br>Textbooks. |

| REVISED COURSES  |  |            |  |              |  |
|--|--|------------|--|--------------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| ENGL 234 F<br>Introduction to Shakespeare<br>Units: 3<br>Lecture: 3<br>Laboratory: 0     | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Advisory Validation</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul> | 35         | 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. | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online).  |
| ENGL 239 F<br>Survey of Children's Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● ENGL 100 F or</li> <li>● ENGL 100HF or</li> <li>● ENGL 101 F or</li> <li>● ENGL 110 F or</li> <li>● ENGL 102 F or</li> <li>● ENGL 102HF</li> <li>● or as determined by multiple measures of assessment</li> </ul> </li> <li>● Advisory Revision</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Multicultural Requirement</li> <li>● Objectives Revision</li> <li>● Prerequisite Revision</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> <li>● GE:</li> </ul>  | 35         | 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. | 2021<br>Fall | Six-Year Review. Textbooks. Student Learning Outcomes. Prerequisite revision FROM "Prerequisite: ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F, with a grade of C or better" TO "Eligibility for ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F, or as determined by multiple measures of assessment." Advisory revision FROM "Advisory: ENGL 102 F or ENGL 102HF" TO "Advisory: ENGL 100 F or ENGL 100HF or ENGL 101 F or ENGL 110 F, and ENGL 102 F or ENGL 102HF." The English |

| REVISED COURSES   |   |            |  |              |  |
|---|---|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|   | <ul style="list-style-type: none"> <li>• Associate Degree General Education Requirements</li> <li>• Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> </ul>   |            |  |              | <p>department decided to revise the prerequisite and the advisory in response to AB 705, as well as addressing concerns about equity. The C-ID descriptor of Children's Literature, ENGL 180 (ENGL-LIT 145), has this advisory/recommendation: "Successful completion of college-level composition (C-ID ENGL 100) or equivalent." The new prerequisite ("eligibility for...") was validated by matching ENGL 239 F's entry skills with the objectives of ENGL 100 F's previous prerequisites: ENGL 60 F, ENGL 99 F, ESL 186 F, and ESL 190 F. According to the directions from AB 705, eligibility for college composition could be measured in other ways than college course work: objectives met in basic skills/remedial courses could be met by multiple measures, including high school transcripts and/or a counseling assessment.</p> |
| ENGL 240 F<br>Survey of Young Adult Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• ENGL 102 F or</li> <li>• ENGL 102HF</li> </ul> </li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Advisory Validation</li> </ul> | 35         | 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. | 2021<br>Fall | Six-Year Review. Textbooks. Distance Ed Contact Types expanded and revised. Course Content revised in order to maintain Multicultural Requirement status.  |

| REVISED COURSES  |  |            |  |           |  |
|--|--|------------|--|-----------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION  |
|  | <ul style="list-style-type: none"> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Multicultural Requirement</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> <li>• GE:</li> <li>• Associate Degree General Education Requirements</li> <li>• Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> </ul>   |            |  |           |  |
| ENGL 245 F<br>The Bible as Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• ENGL 102 F or</li> <li>• ENGL 102HF</li> </ul> </li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Assignments Revision</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> | 35         | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Writing assignments are assessed mostly for concepts, structure, and writing skill.                               | 2021 Fall | Six-Year Review. Textbooks. SLO. Proposed for Distance Ed (hybrid and online). |
| ENGL 246 F<br>The Novel<br>Units: 3<br>Lecture: 3<br>Laboratory: 0               | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• ENGL 102 F or</li> <li>• ENGL 102HF</li> </ul> </li> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Assignments Revision</li> </ul>  | 35         | 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. | 2021 Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online).      |



| REVISED COURSES   |  |            |   |              |   |
|---|--|------------|---|--------------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> <li>• Add Distance Education(hybrid)</li> </ul>   |            |   |              |   |
| ENGL 248 F<br>Science Fiction<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• ENGL 102 F or</li> <li>• ENGL 102HF</li> </ul> </li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> <li>• Assignments Revision</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Instruction</li> <li>• Prerequisite Validation</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> | 35         | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student presentations. Evaluation is primarily through objective exams. Writing assignments are assessed mostly for concepts and structure. | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online). |
| ENGL 249 F<br>Survey of Chicano/a Literature<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ENGL 100 F or</li> <li>• ENGL 100HF or</li> <li>• ENGL 101 F or</li> <li>• ENGL 110 F</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• ENGL 102 F</li> <li>• ENGL 102HF</li> </ul> </li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Advisory Validation</li> </ul>   | 35         | 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.    | 2021<br>Fall | Six-Year Review. Textbooks. Proposed for Distance Ed (hybrid and online). |

| REVISED COURSES   |  |            |   |           |   |
|---|--|------------|---|-----------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Multicultural Requirement</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> <li>• GE:</li> <li>• Associate Degree General Education Requirements</li> <li>• Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> </ul>  |            |   |           |   |
| ESL 082 F<br>Intermediate Reading and Writing for Non-Native Speakers of English<br>Units: 5<br>Lecture: 5<br>Laboratory: 1 | <ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Hours (WSCH Lecture and/or Lab)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Advisory Addition</li> <li>• Objectives Revision</li> <li>• Prerequisite Deletion</li> <li>• Schedule Description Update</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> <li>• Title Revision NO Program Impacts</li> </ul> | 30         | Evaluation is mostly through writing assignments. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. For developmental classes, the number of words may be less, but the number of assignments and scope of assessment are similar to a transfer-level course. During the majority of class time, students are engaged in practicing the skill(s) they are learning; the instructor gives each student individual instruction as the class proceeds. | 2021 Fall | This course revision proposal is a reactivation of a course. Textbooks. Title revision FROM "Intermediate English for Non-Native Speakers of English" TO "Intermediate Reading and Writing for Non-Native Speakers of English." Hours revision FROM "90 hours lecture and 18 scheduled lab hours" TO "90 hours lecture and 18 arranged lab hours per term." There are no course or program impacts due to the title revision. |
| ESL 083 F<br>High Intermediate Reading and Writing for Non-Native Speakers<br>Units: 5<br>Lecture: 5<br>Laboratory: 1       | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• ESL 076 F and</li> <li>• ESL 078 F and</li> <li>• ESL 082 F</li> </ul> </li> <li>• Catalog Description Update</li> <li>• Prerequisite Addition</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   | 30         | Class time focuses on individualized instruction, student presentation time, and group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.   | 2021 Fall | Six-Year Review. Textbooks. Adding ESL 082 F as a prerequisite, in addition to ESL 076 F and 078 F.   |

| REVISED COURSES   |  |            |  |              |  |
|---|--|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| ETHS 171 F<br>Asian/Pacific<br>Islander<br>American<br>History<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>• AA GE Addition</li> <li>• Add Distance Education(hybrid)</li> <li>• Add Distance Education(online)</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• IGETC Addition</li> <li>• Method of Instruction</li> <li>• Multicultural Requirement</li> <li>• Objectives Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> <li>• Title Revision with Program Impacts (LIST Programs in Justification)</li> <li>• GE:</li> <li>• Associate Degree General Education Requirements</li> <li>• Area C2: Arts and Humanities - Literature, Philosophy, Religion and Foreign Language</li> </ul> | 35         | 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.   | 2021<br>Fall | Six-Year Review. Updated GE screen to reflect CSU GE - general D category, instead of specific D sub-category. Currently approved for AA GE Area D1 and IGETC Area 4C. Adding AA GE C2, CSU GE C2, IGETC 3B. These GE changes are intended to parallel comparable courses. Updated student learning outcomes and objectives. Proposing course to satisfy Multicultural Requirement. Proposing course for Distance Ed (online and hybrid). Title revision FROM Asian Pacific American History TO Asian/Pacific Islander American History. |
| MATH 006 F<br>Basic<br>Mathematics II<br>Units: 2<br>Lecture: 2<br>Laboratory: 0                          | <ul style="list-style-type: none"> <li>○ Prerequisite:</li> <li>• MATH 004 F</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Textbooks.  |
| MATH 007 F<br>Essentials of<br>Basic Math<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                      | <ul style="list-style-type: none"> <li>• Method of Evaluation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice, individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.    | 2021<br>Fall | Six-Year Review. Textbooks.  |

| REVISED COURSES   |  |            |  |           |  |
|---|--|------------|--|-----------|--|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION  |
| MATH 010 F<br>Basic Mathematics<br>Units: 4<br>Lecture: 4<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>• Six-Year Review</li> <li>• Textbooks</li> <li>• Method of Evaluation</li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021 Fall | Six-Year Review.   |
| MATH 015 F<br>Pre-Algebra<br>Units: 4<br>Lecture: 4<br>Laboratory: 0        | <ul style="list-style-type: none"> <li>• Method of Evaluation</li> <li>• Six-Year Review</li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021 Fall | Six-Year Review.   |
| MATH 020 F<br>Elementary Algebra<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Advisory:</li> <li>• MATH 015 F</li> <li>• Advisory Validation</li> <li>• Method of Evaluation</li> <li>• Six-Year Review</li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021 Fall | Six-Year Review.   |
| MATH 024 F<br>Pre-Statistics<br>Units: 6<br>Lecture: 6<br>Laboratory: 0     | <ul style="list-style-type: none"> <li>• Advisory Deletion</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021 Fall | Six-Year Review.<br>Textbooks. Removed advisory of MATH 015 F since this course already contains the course content of prealgebra. |
| MATH 026 F<br>Support for Introductory Statistics<br>Units: 2               | <ul style="list-style-type: none"> <li>○ Corequisite: Concurrency Required:</li> <li>• MATH 120 F</li> <li>• Catalog Description Update</li> </ul>   | 35         | While the instructor does lecture, much of the class time focuses on discussion, group learning, and/or formal/informal student  | 2021 Fall | Six-Year Review.<br>Removed "Prerequisite: Math Skills Clearance" since there is no longer a placement test. Added                 |

| REVISED COURSES  |   |            |  |              |   |
|--|---|------------|--|--------------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
| Lecture: 2<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>• Corequisite Addition</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Prerequisite Deletion</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> </ul>  |            | presentations. Evaluation primarily through objective exams. Writing assignments are assessed mostly for concepts and structure.   |              | concurrent corequisite of MATH 120 F. This course is a support course for MATH 120 F.   |
| MATH 030 F<br>Plane<br>Geometry<br>Units: 4<br>Lecture: 4<br>Laboratory: 0                 | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>• MATH 020 F</li> <li>• Method of Evaluation</li> <li>• Six-Year Review</li> <li>• Advisory Validation</li> </ul> </li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review.  |
| MATH 031 F<br>Support for<br>College<br>Algebra<br>Units: 2<br>Lecture: 2<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Corequisite: Concurrency Required: <ul style="list-style-type: none"> <li>• MATH 141 F</li> <li>• Catalog Description Update</li> <li>• Corequisite Addition</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Prerequisite Deletion</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> </li> </ul> | 35         | 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.   | 2021<br>Fall | Six-Year Review. Textbooks. Removed "Prerequisite: Math Skills Clearance" since there is no longer a placement test. Added concurrent corequisite of MATH 141 F. This course is a support course for MATH 141 F. Proposed for Distance Ed (hybrid). |
| MATH 040 F<br>Intermediate<br>Algebra<br>Units: 4<br>Lecture: 4<br>Laboratory: 0           | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 020 F or</li> <li>• or math skills clearance by assessment through the college multiple measures placement processes.</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> </ul> </li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Proposal includes a rephrase of existing prerequisite to clarify current placement process. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect          |

| REVISED COURSES  |  |            |  |              |  |
|--|--|------------|--|--------------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|  |  |            |  |              | the placement processes used under AB705.  |
| MATH 041 F<br>Combined<br>Elementary<br>and<br>Intermediate<br>Algebra<br>Units: 6<br>Lecture: 6<br>Laboratory: 0      | <ul style="list-style-type: none"> <li>• Advisory Deletion</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Six-Year Review</li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Removed advisory of MATH 015 F since this course already contains the course content of Elementary Algebra.   |
| MATH 043 F<br>Intermediate<br>Algebra for<br>Statistics and<br>Liberal Arts<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 020 F or</li> <li>• or math skills clearance by assessment through the college multiple measures placement processes.</li> </ul> </li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Revision of prerequisite FROM "MATH 020 F with a grade of 'C' or better or math skills clearance" TO "MATH 020 F with a grade of C or better or by assessment through the college's multiple measures placement processes" because the new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. |
| MATH 100 F<br>Liberal Arts<br>Mathematics<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                                   | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 040 F or</li> <li>• MATH 041 F or</li> <li>• or math skills clearance by assessment through the college multiple measures placement processes.</li> </ul> </li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Objectives Revision</li> <li>• Prerequisite Addition</li> <li>• Schedule Description Update</li> </ul> | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Prerequisite revision FROM "Prerequisite: MATH 040 F with a grade of "C" or better or math skills clearance. by assessment through the college multiple measures placement processes" TO "Prerequisite: MATH 040 F or MATH 041 F with a grade of C or better or math skills clearance by assessment through the college multiple measures placement   |

| REVISED COURSES   |   |            |  |           |   |
|---|---|------------|--|-----------|---|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> </ul>  |            |  |           | <p>processes. Some assessments may result in the student being required or recommended to take MATH 033 F as a concurrent support course instead of taking a prerequisite course." Proposal includes a rephrase of existing prerequisite to clarify current placement process. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. Distance Ed contact types were added to the already-approved list of contact types.</p> |
| <p>MATH 120 F<br/>Introductory Probability and Statistics<br/>Units: 4<br/>Lecture: 4<br/>Laboratory: 0</p> | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 024 F</li> <li>• MATH 040 F or</li> <li>• MATH 041 F or</li> <li>• MATH 043 F or</li> </ul> </li> <li>○ or math skills clearance by assessment through the college multiple measures placement processes.</li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• READ 096 F or equivalent or by assessment through the college's multiple measures placement processes</li> </ul> </li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> </ul> | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021 Fall | <p>Six-Year Review. Prerequisite revision "FROM Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better, or math skills clearance" TO "Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better or by assessment through the college multiple measures placement processes. Some assessments may result in the student being required or recommended to take MATH 026 F as a concurrent support</p>  |

| REVISED COURSES  |   |            |   |              |   |
|--|---|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
|  | <ul style="list-style-type: none"> <li>• Six-Year Review</li> </ul>   |            |   |              | course instead of taking a prerequisite course." Proposal includes a rephrase of existing prerequisite to clarify current placement process. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705.   |
| MATH 120HF<br>Honors<br>Introductory<br>Probability and<br>Statistics<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 024 F or</li> <li>• MATH 040 F or</li> <li>• MATH 041 F or</li> <li>• MATH 043 F or</li> </ul> </li> <li>○ or math skills clearance by assessment through the college multiple measures placement processes.</li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• READ 096 F or equivalent or by assessment through the college's multiple measures placement processes</li> </ul> </li> <li>• Advisory Revision</li> <li>• Assignments Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> </ul> | 25         | The Fullerton College Honors Advisory Board recommends a class size of 25 for honors courses. Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Requires three or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. The emphasis on individual research, collaborative learning and student-driven discussions is much stronger in this honors section than in a non-honors class. | 2021<br>Fall | Six-Year Review. Prerequisite revision FROM "Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better, or math skills clearance" TO "Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better, or by assessment through the college's multiple measures placement processes." Advisory revision FROM Advisory: READ 096 F or reading skills clearance equivalent" TO Advisory: READ 096 F or equivalent or by assessment through the college's multiple measures placement processes." Proposal includes a rephrase of existing prerequisite to clarify current placement process. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. |



| REVISED COURSES  |   |            |  |              |  |
|--|---|------------|--|--------------|--|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| MATH 121 F<br>Enhanced<br>Introductory<br>Probability and<br>Statistics<br>Units: 5<br>Lecture: 5<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● MATH 024 F</li> <li>● MATH 040 F or</li> <li>● MATH 041 F or</li> <li>● MATH 043 F or</li> </ul> </li> <li>○ Advisory:               <ul style="list-style-type: none"> <li>● READ 096 F</li> <li>● or equivalent or by assessment through the college's multiple measures placement processes</li> </ul> </li> <li>● Method of Evaluation</li> <li>● Prerequisite Revision</li> <li>● Catalog Description Update</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul> | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better, or math skills clearance" TO "Prerequisite: MATH 024 F or MATH 040 F or MATH 041 F or MATH 043 F, with a grade of C or better, or math skills clearance. by assessment through the college's multiple measures placement processes. Some assessments may result in the student being required or recommended to take MATH 026 F as a concurrent support course instead of taking a prerequisite course." Proposal includes a rephrase of existing prerequisite to clarify current placement process. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. |
| MATH 141 F<br>College<br>Algebra<br>Units: 4<br>Lecture: 3.5<br>Laboratory: 1.5                                    | <ul style="list-style-type: none"> <li>○ Prerequisite:               <ul style="list-style-type: none"> <li>● MATH 040 F or</li> <li>● MATH 041 F and</li> <li>● MATH 030 F</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple  | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision from "MATH 040 F and MATH 030 F or math skills clearance" to "MATH 040 F or MATH 041 F, and MATH 030 F,  |

| REVISED COURSES   |  |            |  |              |   |
|---|--|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>  |            | homework assignments requiring demonstration of problem solving ability.   |              | or assessment through the college multiple measures placement processes. Some assessments may result in the student being required or recommended to take MATH 031 F as a concurrent support course instead of taking a prerequisite course." This revision is in response to AB 705 since placement tests are no longer used, and to add MATH 041 F as an alternative intermediate algebra course prerequisite. MATH 041 F is a combined course that includes all the content of MATH 040 F.   |
| MATH 141HF<br>Honors College Algebra<br>Units: 4<br>Lecture: 3.5<br>Laboratory: 1.5 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 040 F or</li> <li>• MATH 041 F and</li> <li>• MATH 030 F</li> </ul> </li> <li>○ or assessment through the college multiple measures placement processes.</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> </ul> | 25         | The Fullerton College Honors Advisory Board recommends a maximum number of 25 students for a seminar-style honors course. Class time in this seminar course includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Requires three or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. The emphasis on individual research, collaborative learning and student-driven discussions is much | 2021<br>Fall | Six-Year Review. Prerequisite revision from "MATH 030 F and MATH 040 F or math skills clearance" to "MATH 040 F or MATH 041 F, and MATH 030 F, or assessment through the college multiple measures placement processes. Some assessments may result in the student being required or recommended to take MATH 031 F as a concurrent support course instead of taking a prerequisite course." This revision is in response to AB 705 since placement tests are no longer used, and to add MATH 041 F as an alternative intermediate algebra course |

| REVISED COURSES   |   |            |  |              |  |
|---|---|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|   |   |            | stronger in this honors section than in a non-honors class.  |              | prerequisite. MATH 041 F is a combined course that includes all the content of MATH 040 F.   |
| MATH 142 F<br>Trigonometry<br>Units: 4<br>Lecture: 4<br>Laboratory: 0                       | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 040 F or</li> <li>● MATH 041 F and</li> <li>● MATH 030 F</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>● Add Distance Education(hybrid)</li> <li>● Add Distance Education(online)</li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Prerequisite Revision</li> <li>● Six-Year Review</li> </ul> | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability. | 2021<br>Fall | Six-Year Review. Prerequisite revision from "MATH 040 F and MATH 030 F or math skills clearance" to "MATH 040 F or MATH 041 F, and MATH 030 F, or assessment through the college multiple measures placement processes. Some assessments may result in the student being required or recommended to take MATH 034 F as a concurrent support course instead of taking a prerequisite course." This revision is in response to AB 705 since placement tests are no longer used, and to add MATH 041 F as an alternative intermediate algebra course prerequisite. MATH 041 F is a combined course that includes all the content of MATH 040 F. Proposed for Distance Ed (hybrid and online). |
| MATH 143 F<br>Enhanced<br>College<br>Algebra<br>Units: 5<br>Lecture: 4.5<br>Laboratory: 1.5 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 030 F and</li> <li>● MATH 040 F or</li> <li>● MATH 041 F</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>● Catalog Description Update</li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem-solving ability. | 2021<br>Fall | Six-Year Review. Textbooks. Proposal includes a rephrase of existing prerequisite to clarify current placement process. It is changing FROM "MATH 030 F and MATH 040 F or MATH 041 F, with a grade of C or better, or math skills clearance" TO "MATH  |

| REVISED COURSES   |   |            |  |              |   |
|---|---|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
|   | <ul style="list-style-type: none"> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>  |            |  |              | 030 F and MATH 040 F or MATH 041 F, with a grade of C or better or equivalent or by assessment through the college's multiple measures placement processes." The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705.   |
| MATH 151 F<br>Calculus I<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 141 F or</li> <li>• MATH 141HF or</li> <li>• MATH 143 F and</li> <li>• MATH 142 F</li> <li>• or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>• Catalog Description Update</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple quizzes and homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections. | 2021<br>Fall | Six-Year Review. Prerequisite revision FROM "Prerequisite: MATH 141 F or MATH 141HF or MATH 143 F and MATH 142 F, with a grade of C or better, or math skills clearance" TO "Prerequisite: MATH 141 F or MATH 141HF or MATH 143 F and MATH 142 F, with a grade of C or better, or by assessment through the college's multiple measures placement processes." Prerequisite revision adds MATH 143 F as an additional college algebra prerequisite option since MATH 143 F contains all the content of MATH 141 F. Also changed wording of "or math skills clearance" to "or by assessment through the college multiple measures placement processes. Some assessments may result in the student |

| REVISED COURSES   |  |            |  |              |   |
|---|--|------------|--|--------------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION   |
|   |  |            |  |              | being required or recommended to take MATH 031 F as a concurrent support course instead of taking a prerequisite course." The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705.  |
| MATH 151HF<br>Honors<br>Calculus I<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 141 F or</li> <li>● MATH 141HF or</li> <li>● MATH 143 F and</li> <li>● MATH 142 F</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Prerequisite Revision</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul> | 25         | The Fullerton College Honors Board recommends a maximum class size of 25 for all honors courses. Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections. The emphasis on individual research, collaborative learning and student-driven discussions is much stronger in this honors | 2021<br>Fall | Six-Year Review. Prerequisite revision FROM "Prerequisite: MATH 141 F or MATH 141HF and MATH 142 F, with a grade of C or better, or math skills clearance" TO "Prerequisite: MATH 141 F or MATH 141HF or MATH 143 F and MATH 142 F, with a grade of C or better, or by assessment through the college's multiple measures placement processes." Prerequisite revision adds MATH 143 F as an additional college algebra prerequisite option since MATH 143 F contains all the content of MATH 141 F. Also changed wording of "or math skills clearance" to "or by assessment through the college multiple measures placement processes. Some assessments may result in the student being required or |

| REVISED COURSES  |   |            |  |              |  |
|--|---|------------|--|--------------|--|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|  |   |            | section than in a non-honors class.  |              | recommended to take MATH 031 F as a concurrent support course instead of taking a prerequisite course." The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. |
| MATH 152 F<br>Calculus II<br>Units: 4<br>Lecture: 4<br>Laboratory: 0           | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 151 F or</li> <li>● MATH 151HF</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>● Method of Evaluation</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● Course Content (that do not change the overall scope of the course)</li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple quizzes and homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections. | 2021<br>Fall | Six-Year Review.<br>Textbooks.   |
| MATH 152HF<br>Honors<br>Calculus II<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 151 F or</li> <li>● MATH 151HF</li> <li>● or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>● Method of Evaluation</li> <li>● Objectives Revision</li> <li>● Prerequisite Validation</li> </ul>  | 25         | The Fullerton College Honors Board recommends a maximum class size of 25 for all honors courses. Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or  | 2021<br>Fall | Six-Year Review.<br>Textbooks.   |

| REVISED COURSES   |  |            |  |              |  |
|---|--|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|   | <ul style="list-style-type: none"> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   |            | more written exams and multiple homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections. The emphasis on individual research, collaborative learning and student-driven discussions is much stronger in this honors section than in a non-honors class. |              |  |
| MATH 170 F<br>Discrete Structures<br>Units: 4<br>Lecture: 4<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 141 F or</li> <li>• MATH 141HF or</li> <li>• MATH 143 F and</li> <li>• MATH 142 F</li> <li>• or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>• MATH 151 F or</li> <li>• MATH 151HF</li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> </li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires two or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.  | 2021<br>Fall | Six-Year Review. Textbooks. Added MATH 143 F as an alternative prerequisite since it is also a College Algebra course.   |
| MATH 171 F<br>Discrete Mathematics<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 141 F or</li> <li>• MATH 141HF or</li> <li>• MATH 143 F and</li> <li>• MATH 142 F</li> <li>• or assessment through the college multiple measures placement processes.</li> </ul> </li> </ul>  | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations of problems. Requires three or more written exams and multiple homework assignments using   | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "MATH 141 F or MATH 141HF, and MATH 142 F or math skills clearance" TO "MATH 141 F or MATH 141HF or MATH 143 F, and MATH 142 F or |

| REVISED COURSES  |  |            |   |              |  |
|--|--|------------|---|--------------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION  |
|  | <ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Objectives Revision</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>   |            | advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.   |              | equivalent or by assessment through the college's multiple measures placement processes." MATH 143 F is being added as an alternative college algebra course prerequisite. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705.  |
| MATH 172 F<br>Graph Theory and Linear Algebra<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 141 F or</li> <li>• MATH 141HF or</li> <li>• MATH 143 F and</li> <li>• MATH 142 F</li> <li>• or assessment through the college multiple measures placement processes.</li> </ul> </li> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Revision</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "MATH 141 F or MATH 141HF, and MATH 142 F or math skills clearance" TO "MATH 141 F or MATH 141HF or MATH 143 F, and MATH 142 F or equivalent or by assessment through the college's multiple measures placement processes." MATH 143 F is being added as an alternative college algebra course prerequisite. The new wording is recommended by the statewide curriculum committee for all community college math courses to better reflect the placement processes used under AB 705. |
| MATH 203 F<br>Mathematics for Future Elementary Teachers                                 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 100 F or</li> <li>• MATH 120 F or</li> <li>• MATH 120HF or</li> <li>• MATH 121 F or</li> </ul> </li> </ul>  | 35         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentations  | 2021<br>Fall | Six-Year Review. Textbooks. Prerequisite revision FROM "Prerequisite: MATH 030 F with a grade of C or  |



| REVISED COURSES  |   |            |   |              |   |
|--|---|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
| Units: 3<br>Lecture: 3<br>Laboratory: 0  | <ul style="list-style-type: none"> <li>• MATH 129 F or</li> <li>• MATH 130 F or</li> <li>• MATH 141 F or</li> <li>• MATH 141HF or</li> <li>• MATH 142 F or</li> <li>• MATH 143 F or</li> <li>• MATH 151 F or</li> <li>• MATH 151HF or</li> <li>• MATH 152 F or</li> <li>• MATH 152HF or</li> <li>• MATH 170 F or</li> <li>• MATH 171 F or</li> <li>• MATH 172 F or</li> <li>• MATH 251 F or</li> <li>• MATH 252 F or</li> <li>• MATH 253 F or</li> <li>• MATH 255 F or</li> <li>• MATH 260 F</li> </ul> <ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Method of Evaluation</li> <li>• Prerequisite Deletion</li> <li>• Prerequisite Revision</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul> |            | of problems. Includes three or more exams and multiple homework assignments requiring demonstration of problem solving ability.   |              | <p>better, and MATH 120 F or MATH 120HF or MATH 129 F or MATH 130 F or MATH 141 F or MATH 141HF or MATH 142 F or MATH 151 F or MATH 151HF or MATH 152 F or MATH 152HF or MATH 170 F or MATH 171 F or MATH 172 F or MATH 251 F or MATH 252 F or MATH 253 F or MATH 255 F or MATH 260 F, with a grade of C or better" TO</p> <p>"Prerequisite: MATH 100 F or MATH 120 F or MATH 121 F or MATH 120HF or MATH 129 F or MATH 130 F or MATH 141 F or MATH 143 F or MATH 141HF or MATH 142 F or MATH 151 F or MATH 151HF or MATH 152 F or MATH 152HF or MATH 170 F or MATH 171 F or MATH 172 F or MATH 251 F or MATH 252 F or MATH 253 F or MATH 255 F or MATH 260 F, with a grade of C or better." This is the reason for the prerequisite revision: The C-ID descriptor only requires a minimum of intermediate algebra or above. By removing MATH 030 F, MATH 203 F will still meet the C-ID.</p> |
| MATH 251 F<br>Multivariable<br>Calculus<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>• MATH 152 F or</li> <li>• MATH 152HF</li> </ul> </li> <li>• Method of Evaluation</li> <li>• Prerequisite Validation</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>   | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple quizzes and homework assignments | 2021<br>Fall | Six-Year Review.<br>Textbooks.  |

| REVISED COURSES  |  |            |  |              |                                |
|--|--|------------|--|--------------|--------------------------------|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION                  |
|  |  |            | using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections.   |              |                                |
| MATH 252 F<br>Linear Algebra and<br>Differential<br>Equations<br>Units: 4<br>Lecture: 4<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 251 F</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● Method of Evaluation</li> </ul> </li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple quizzes and homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections. | 2021<br>Fall | Six-Year Review.<br>Textbooks. |
| MATH 253 F<br>Additional<br>Topics in<br>Linear Algebra<br>Units: 2<br>Lecture: 2<br>Laboratory: 0       | <ul style="list-style-type: none"> <li>○ Corequisite: <ul style="list-style-type: none"> <li>● MATH 252 F</li> <li>● Corequisite Validation</li> <li>● Method of Evaluation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> </ul> </li> </ul>   | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires three or more written exams and multiple quizzes and   | 2021<br>Fall | Six-Year Review.<br>Textbooks. |

| REVISED COURSES  |   |            |   |              |   |
|--|---|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
|  |   |            | homework assignments using advanced analytical and critical thinking skills. The instructor reads and evaluates homework, quizzes, and exams for mathematical correctness, problem solving, analytical and critical thinking skills, and writing style. The instructor evaluates quiz and exam problems line by line and gives individualized feedback and corrections.                         |              |   |
| MATH 255 F<br>Linear Algebra<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                        | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 152 F or</li> <li>● MATH 152HF</li> </ul> </li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● Unit Revision</li> </ul>  | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires two or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021<br>Fall | Six-Year Review. Unit revision FROM 4 TO 3 units to match the number of units on the C-ID descriptor. |
| MATH 260 F<br>Ordinary<br>Differential<br>Equations<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>○ Prerequisite: <ul style="list-style-type: none"> <li>● MATH 152 F or</li> <li>● MATH 152HF</li> </ul> </li> <li>○ Advisory: <ul style="list-style-type: none"> <li>● MATH 251 F</li> </ul> </li> <li>● Catalog Description Update</li> <li>● Method of Evaluation</li> <li>● Prerequisite Validation</li> <li>● Six-Year Review</li> <li>● Textbooks</li> <li>● Unit Revision</li> </ul> | 30         | Class time includes lecture, discussion, group learning, guided practice and individualized instruction, and student presentation of problems. Requires two or more written exams and multiple homework assignments using advanced analytical and critical thinking skills. Exams and assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics. | 2021<br>Fall | Six-Year Review. Unit revision FROM 4 TO 3 units to align with the units on the C-ID descriptor.      |

| REVISED COURSES  |   |            |   |              |   |
|--|---|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
| MATH N01 F<br>Supervised<br>Tutoring:<br>Mathematics<br>Units: 0<br>Lecture: 0<br>Laboratory: 6-72 | <ul style="list-style-type: none"> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>  | 999        | Open entry lab  | 2021<br>Fall | Six-Year Review   |
| MUS 118 F<br>Introduction to<br>Opera<br>Units: 3<br>Lecture: 3<br>Laboratory: 1                   | <ul style="list-style-type: none"> <li>• Assignments Revision</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Course Content (that do not change the overall scope of the course)</li> <li>• Method of Evaluation</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> | 30         | Class time focuses on individualized instruction, student presentation time, and/or group learning. Requires three or more writing assignments using advanced analytical and critical thinking skills. Writing assignments are assessed for critical thinking, conceptual understanding, structure, style and mechanics.  | 2021<br>Fall | Six-year review. Textbooks.   |
| MUS 260 F<br>Guitar<br>Ensemble<br>Units: 1<br>Lecture: 1<br>Laboratory: 1                         | <ul style="list-style-type: none"> <li>• Advisory Addition</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Prerequisite Deletion</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>  | 15         | 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. Extensive individual instruction involving demonstration, student performance and faculty critiquing of student work. Students perform individually each week. Student's progress and success is proportional to individualized instruction. | 2021<br>Fall | Six-Year Review. Textbooks. Audition prerequisite changed to advisory since an advisory is sufficient to alert students about the audition. |
| MUS 261 F<br>String<br>Ensemble<br>Units: 1<br>Lecture: 1<br>Laboratory: 1                         | <ul style="list-style-type: none"> <li>• Advisory Addition</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Prerequisite Deletion</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> </ul>   | 15         | Most of the time the students are engaged in practicing the skill(s) they are learning and the instructor gives each student individual   | 2021<br>Fall | Six-Year Review. Audition prerequisite changed to advisory since an advisory is sufficient to alert   |

| REVISED COURSES   |  |            |  |              |  |
|---|--|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|   | <ul style="list-style-type: none"> <li>• Textbooks</li> </ul>  |            | <p>instruction as the class proceeds.</p> <p>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. Student's progress and success is proportional to individualized instruction.</p>   |              | students about the audition.   |
| MUS 299 F<br>Music<br>Independent Study<br>Units: 1<br>Lecture: 0<br>Laboratory: 3                        | <ul style="list-style-type: none"> <li>• Advisory Addition</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Prerequisite Deletion</li> <li>• Six-Year Review</li> <li>• Textbooks</li> </ul>  | 25         | Highly individualized specialized training involving one on one conferences with the lead instructor. Learning contracts establish the guidelines and grading criteria for the customized study plan.  | 2021<br>Fall | Six-Year Review. Textbooks. Audition prerequisite changed to advisory, since an advisory is sufficient to alert students about the audition.   |
| MUSA 110 F<br>Fundamentals of Voice<br>Training for Non-Majors<br>Units: 1<br>Lecture: 1<br>Laboratory: 1 | <ul style="list-style-type: none"> <li>• Advisory Addition</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Class Size Revision</li> <li>• Method of Instruction</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> | 20         | This size results from the live performance and critique time of the individual performance selections. It is the belief of the Music faculty at Fullerton College, supported by current practices at the CSU and UC Music programs, that there is a direct correlation between appropriate class size and student success when studying and mastering specific musical instruments and the voice. There is also a general understanding that the higher the level of instruction, the smaller the class size, because the length and complexity of performance material for | 2021<br>Fall | Six-Year Review. Textbooks. Advisory: Audition. Auditions help to place students within the course according to their varying levels; beginner, intermediate or advanced, and to design a pathway of courses that best matches their current educational needs for their chosen field. |

| REVISED COURSES  |  |            |   |              |   |
|--|--|------------|---|--------------|---|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE     | JUSTIFICATION   |
|  |  |            | advanced students requires more individual performance time and faculty critique time.  |              |   |
| MUSA 111 F<br>Beginning<br>Voice<br>Units: 1<br>Lecture: 1<br>Laboratory: 1      | <ul style="list-style-type: none"> <li>● Advisory Addition</li> <li>● Assignments Revision</li> <li>● CIP Code Revision</li> <li>● Catalog Description Update</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul>   | 20         | This size results from the live performance and critique time of the individual performance selections. It is the belief of the Music faculty at Fullerton College, supported by current practices at the CSU and UC Music programs, that there is a direct correlation between appropriate class size and student success when studying and mastering specific musical instruments and the voice. There is also a general understanding that the higher the level of instruction, the smaller the class size, because the length and complexity of performance material for advanced students requires more individual performance time and faculty critique time. | 2021<br>Fall | Six-Year Review. Textbooks. Auditions help to place students within the course according to their varying levels: beginner, intermediate and advanced, and to design a pathway of courses that best matches their current educational needs for their chosen field. |
| MUSA 112 F<br>Intermediate<br>Voice I<br>Units: 1<br>Lecture: 1<br>Laboratory: 1 | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>● MUSA 110 F</li> <li>● MUSA 111 F or</li> </ul> </li> <li>○ <ul style="list-style-type: none"> <li>● Advisory Revision</li> <li>● Assignments Revision</li> <li>● CIP Code Revision</li> <li>● Catalog Description Update</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> </ul> </li> </ul> | 15         | At the intermediate level of instruction, the complexity of the material, length of performance material, and faculty critique sessions increase the time-on-task for each student enrolled in the class. There is a direct correlation between how many students are permitted to enroll in the class and how much time-on-task can be accomplished for each student. This size results from both the live performance and critique  | 2021<br>Fall | Six-Year Review. Textbooks. Advisory revision FROM MUSA 111 F or Audition TO MUSA 110 F or MUSA 111 F or Audition, because MUSA 110 F is also a course that prepares the student for MUSA 112 F.  |

| REVISED COURSES  |  |            |   |           |  |
|--|--|------------|---|-----------|--|
| COURSE ID  | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION  |
|  | <ul style="list-style-type: none"> <li>• Textbooks</li> </ul>  |            | time and private coaching time.   |           |  |
| MUSA 113 F<br>Intermediate Voice II<br>Units: 1<br>Lecture: 1<br>Laboratory: 1 | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>• MUSA 112 F</li> </ul> </li> <li>• Advisory Revision</li> <li>• Assignments Revision</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Objectives Revision</li> <li>• Schedule Description Update</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul> | 15         | At the intermediate level of instruction, the complexity of the material, length of performance material, and faculty critique sessions increase the time-on-task for each student enrolled in the class. There is a direct correlation between how many students are permitted to enroll in the class and how much time-on-task can be accomplished for each student. This size results from both the live performance and critique time and private coaching time.  | 2021 Fall | Six-year review. Textbooks. Advisory revision FROM MUSA 112 F TO MUSA 112 F or audition since students may have gained the recommended entry skills in another way other than taking MUSA 112 F. |
| MUSA 141 F<br>Beginning Strings<br>Units: 1<br>Lecture: 1<br>Laboratory: 1     | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>• MUSA 140 F</li> </ul> </li> <li>• Advisory Addition</li> <li>• CIP Code Revision</li> <li>• Catalog Description Update</li> <li>• Class Size Revision</li> <li>• Six-Year Review</li> <li>• Student Learning Outcomes</li> <li>• Textbooks</li> </ul>  | 20         | This size results from the live performance and critique time of the individual performance selections. It is the belief of the Music faculty at Fullerton College, supported by current practices at the CSU and UC Music programs, that there is a direct correlation between appropriate class size and student success when studying and mastering specific musical instruments and the voice. There is also a general understanding that the higher the level of instruction, the smaller the class size, because the length and complexity of performance material for advanced students requires more individual performance time and faculty critique time. | 2021 Fall | Six-Year Review. Textbooks. Added advisory of MUSA 140 F because the skills students learn in MUSA 140 F are recommended prior to enrolling in MUSA 141 F.                                       |

| REVISED COURSES   |   |            |  |              |  |
|---|---|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES  | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
| MUSA 211 F<br>Advanced Voice-German Lieder<br>Units: 1<br>Lecture: 1<br>Laboratory: 1 | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>● MUSA 112 F</li> <li>● Assignments Revision</li> <li>● CIP Code Revision</li> <li>● Catalog Description Update</li> <li>● Advisory Validation</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> </li> </ul>   | 15         | At the intermediate level of instruction, the complexity of the material, length of performance material, and faculty critique sessions increase the time-on-task for each student enrolled in the class. There is a direct correlation between how many students are permitted to enroll in the class and how much time-on-task can be accomplished for each student. This size results from both the live performance and critique time and private coaching time. | 2021<br>Fall | Six-Year Review. Textbooks. Class size justification revision.   |
| PHOT 109 F<br>Portrait Photography<br>Units: 3<br>Lecture: 2<br>Laboratory: 4         | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>● PHOT 101 F or</li> <li>● PHOT 112 F</li> <li>● Assignments Revision</li> <li>● Catalog Description Update</li> <li>● Class Size Revision</li> <li>● Advisory Revision</li> <li>● Classification Code Revision</li> <li>● Course Content (that do not change the overall scope of the course)</li> <li>● FSA Code Revision</li> <li>● Hours (WSCH Lecture and/or Lab)</li> <li>● Method of Evaluation</li> <li>● Method of Instruction</li> <li>● Objectives Revision</li> <li>● SAMS Code Revision</li> <li>● Schedule Description Update</li> <li>● Six-Year Review</li> <li>● Student Learning Outcomes</li> <li>● Textbooks</li> </ul> </li> </ul> | 25         | Lab: Individualized Feedback/Evaluation. Course necessitates the use of labs and specific equipment that requires the instructor to provide extensive individualized feedback/evaluation on a regular basis.   | 2021<br>Fall | Six-Year Review and course update. Textbooks. Class size revision FROM 20 TO 25 (updating to reflect current Fullerton/Cypress Class Size Planning & Resource Document). Unit correction FROM 2 lec, 3 lab TO 2 lec, 4 lab. Change does not impact current program requirements. |
| PHOT 216 F<br>Advanced Digital Photography<br>Units: 3                                | <ul style="list-style-type: none"> <li>○ Advisory: <ul style="list-style-type: none"> <li>● PHOT 111 F or</li> <li>● PHOT 112 F</li> <li>● Catalog Description Update</li> </ul> </li> </ul>  | 25         | Lab-Individualized Feedback/Evaluation Course, necessitates the use of labs and specific equipment that requires the instructor to provide   | 2021<br>Fall | Six-Year Review. Textbooks. Updating course content to fit program update.   |



| REVISED COURSES   |  |            |  |           |   |
|---|--|------------|--|-----------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE  | JUSTIFICATION   |
| Lecture: 2<br>Laboratory: 4   | <ul style="list-style-type: none"> <li>Course Content (that do not change the overall scope of the course)</li> <li>FSA Code Revision</li> <li>Schedule Description Update</li> <li>Six-Year Review</li> <li>Advisory Validation</li> <li>Textbooks</li> </ul>   |            | extensive individualized feedback/evaluation on a regular basis.   |           |   |
| PHOT 224 F<br>Business Practices for Photography<br>Units: 3<br>Lecture: 3<br>Laboratory: 0 | <ul style="list-style-type: none"> <li>FSA Code Revision</li> <li>SAMS Code Revision</li> <li>Textbooks</li> </ul>   | 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.   | 2021 Fall | Six-Year Review. Textbooks. Codes needed updating to reflect course content correctly.  |
| PHOT 290 F<br>Internship in Photography I<br>Units: 2-4<br>Lecture: 1<br>Laboratory: 3-9    | <ul style="list-style-type: none"> <li>Catalog Description Update</li> <li>Course Content (that do not change the overall scope of the course)</li> <li>FSA Code Revision</li> <li>Textbooks</li> <li>Assignments Revision</li> </ul>  | 25         | Classes in which the instructor coordinates internship/field practice opportunities and supervises students individually at different locations.   | 2021 Fall | Six Year Review. Textbooks. This course is being revised to reflect updated textbooks, FSA codes, and course content.   |
| SOC 102 F<br>Social Problems<br>Units: 3<br>Lecture: 3<br>Laboratory: 0                     | <ul style="list-style-type: none"> <li>Assignments Revision</li> <li>Catalog Description Update</li> <li>Course Content (that do not change the overall scope of the course)</li> <li>Multicultural Requirement</li> <li>Objectives Revision</li> <li>Schedule Description Update</li> <li>Six-Year Review</li> <li>Student Learning Outcomes</li> <li>Textbooks</li> <li>GE:</li> <li>Associate Degree General Education Requirements</li> <li>Area D1: Social and Behavioral Sciences - Social, Political and Economic Institutions</li> </ul> | 45         | The primary mode of instruction is lecture and may also include discussion, group learning, and/or formal/informal student presentations. Evaluation through objective and essay exams. Writing assignments are assessed for concepts, structure and grammatical expression. | 2021 Fall | Six-Year Review. Course already approved to satisfy the multicultural graduation requirement; updated MC justification.   |
| TECH 155 F<br>Applied Drone Lab<br>Units: 2<br>Lecture: 1<br>Laboratory: 3                  | <ul style="list-style-type: none"> <li>Advisory: <ul style="list-style-type: none"> <li>TECH 131 F or</li> <li>CIS 201 F or</li> <li>ENGR 105 F</li> </ul> </li> <li>Advisory Addition</li> <li>CIP Code Revision</li> <li>Catalog Description Update</li> </ul>   | 25         | Labs in which the instructor provides extensive individualized feedback/evaluation on a regular basis. (e.g. problem sets, vocational skills, lab reports)   | 2021 Fall | Textbooks. Requisite revision FROM "Prerequisite: TECH 131 F with a grade of C or better" TO "Advisory: TECH 131 F or ENGR 105 F or CIS 201 F." Changed TECH prerequisite to an |

| REVISED COURSES   |  |            |  |              |  |
|---|--|------------|--|--------------|--|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION   | EFF DATE     | JUSTIFICATION  |
|   | <ul style="list-style-type: none"> <li>Prerequisite Revision</li> <li>Schedule Description Update</li> <li>Textbooks</li> </ul>  |            |  |              | advisory and added ENGR and CIS as advisories to allow for a broader variety of students to enroll.  |
| THEA 197 F<br>Introduction to Stage Combat<br>Units: 3<br>Lecture: 2<br>Laboratory: 3 | <ul style="list-style-type: none"> <li>Textbooks</li> <li>Student Learning Outcomes</li> <li>Method of Evaluation</li> <li>Assignments Revision</li> <li>Hours (WSCH Lecture and/or Lab)</li> <li>Catalog Description Update</li> <li>Unit Revision</li> </ul> | 25         | The instructor of this course provides extensive individualized feedback and evaluation of presented scene work as well as individualized instruction as students are taught principles and applications of safe and effective stage violence techniques and choreography. The instructor also monitors each group of students as they rehearse and perform. | 2021<br>Fall | There is a unit revision FROM 2 units TO 3 units. Hours revision FROM 18 hours lecture and 54 hours lab per term TO 36 hours lecture and 54 hours lab per term. After teaching the course, it has become evident that additional hours are needed for student success and more comprehensive understanding and application of the material. The Method of Evaluation, Assignments, and SLO adjustments reflect part of the need for additional time.<br><br>Textbooks updated. |
| THEA 198 F<br>Beginning Principles of Stage Combat<br>Units: 3                        | <ul style="list-style-type: none"> <li>Textbooks</li> <li>Student Learning Outcomes</li> <li>Method of Evaluation</li> <li>Assignments Revision</li> <li>Hours (WSCH Lecture and/or Lab)</li> <li>Unit Revision</li> </ul>                                     | 25         | The instructor of this course provides extensive individualized feedback and evaluation of presented scene work as well as individualized instruction as students are taught principles and  | 2021<br>Fall | Unit revision FROM 2 units TO 3 units; Hours revision FROM "18 hours lecture and 54 hours lab per term" TO "36 hours lecture and 54 hours lab per term." After teaching  |

| REVISED COURSES   |  |            |   |           |   |
|---|--|------------|---|-----------|---|
| COURSE ID   | PROPOSAL TYPES   | CLASS SIZE | CLASS SIZE JUSTIFICATION  | EFF DATE  | JUSTIFICATION   |
| Lecture: 2<br>Laboratory: 3   |  |            | applications of safe and effective stage violence techniques and choreography. The instructor also monitors each group of students as they rehearse and perform.  |           | the course, it has become evident that additional hours are needed for student success and more comprehensive understanding and application of the material. The method of evaluation, assignment, and SLO adjustments reflect part of the increase needed.<br><br>Textbooks updated.   |
| THEA 200 F<br>Intermediate Principles of Stage and Screen Combat<br>Units: 3<br>Lecture: 2<br>Laboratory: 3 | <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Student Learning Outcomes</li> <li>• Method of Evaluation</li> <li>• Assignments Revision</li> <li>• Hours (WSCH Lecture and/or Lab)</li> <li>• Catalog Description Update</li> <li>• Schedule Description Update</li> <li>• Prerequisite Revision</li> <li>• Unit Revision</li> </ul> | 15         | Based on the stage weaponry explored and increased level of choreographic demands, more than 15 students dramatically increases the risk of safety in the class. The instructor of this course provides extensive individualized feedback and evaluation of presented scene work as well as individualized instruction as students are taught principles and applications of safe and effective stage violence techniques and choreography. The instructor also monitors each group of students | 2021 Fall | Unit revision FROM 2 units TO 3 units. Hours revision FROM "18 hours lecture and 54 hours lab per term" TO "36 hours lecture and 54 hours lab per term." After teaching the course, it has become evident that additional hours are needed for student success and more comprehensive understanding and application of the material. The prerequisite revision is also to better serve student pathways for certificate programs. |

| REVISED COURSES |                |            |                               |          |                    |
|-----------------|----------------|------------|-------------------------------|----------|--------------------|
| COURSE ID       | PROPOSAL TYPES | CLASS SIZE | CLASS SIZE JUSTIFICATION      | EFF DATE | JUSTIFICATION      |
|                 |                |            | as they rehearse and perform. |          | Textbooks updated. |

| DELETE COURSES/CERTIFICATES |           |  |
|-----------------------------|-----------|--|
| COURSE ID                   | EFF DATE  | JUSTIFICATION  |
| AJ 059AF                    | 2020 Fall | This course is being deactivated due to the suspension of the California Peace Officer Standards and Training (P.O.S.T.) Extended Basic Police Academy program at Fullerton College. |
| AJ 059BF                    | 2020 Fall | This course is being deactivated due to the suspension of the California Peace Officer Standards and Training (P.O.S.T.) Extended Basic Police Academy program at Fullerton College. |
| AJ 094 F                    | 2020 Fall | This course is being deactivated due to the suspension of the California Peace Officer Standards and Training (P.O.S.T.) Extended Basic Police Academy program at Fullerton College. |
| ANTH 231 F                  | 2020 Fall | This course is no longer offered.  |

| NEW DEGREES/CERTIFICATES |  |           |   |
|--------------------------|--|-----------|---|
| DEGREE                   | PROPOSAL TYPES   | EFF DATE  | JUSTIFICATION   |
| Social Sciences          | <b>The Global Studies Associate in Arts Degree for Transfer</b> , also called the Global Studies AA-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in Global Studies. Global Studies is an interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. The Global Studies program provides students with knowledge of critical issues that affect their lives and community, as well as the affairs of other cultures, societies, and nations. An understanding of the world's social, political, economic, and natural systems and their increasing interdependence, along with an appreciation of the diversity of human culture, will supply the student with a strong background for working in a global economy, for living in a multicultural society, and for making | 2020 Fall | The Global Studies Associate in Arts Degree for Transfer (ADT) will offer students the opportunity to prepare for transfer to four-year institutions offering degrees in Global Studies, International Relations, and/or related disciplines. This degree helps to prepare students for a variety of career options in the international arena. |

| NEW DEGREES/CERTIFICATES |  |          |               |
|--------------------------|--|----------|---------------|
| DEGREE                   | PROPOSAL TYPES   | EFF DATE | JUSTIFICATION |
|                          | <p>intelligent decisions as global citizens. The Global Studies Associate in Arts Degree for Transfer is designed to prepare students to transfer to local California State Universities (CSUs) and other colleges and universities offering similar degrees. Students who complete the Global Studies AA-T will be ensured preferential transfer status to local CSUs for Global Studies majors and majors in related disciplines such as Global Politics, International Relations, International Studies, and Comparative Government. Ed Code Section 66746-66749 states students earning the Global Studies AA-T degree will be granted priority for admission as a Global Studies major to a local CSU, as determined by the CSU campus to which the student applies. This degree requires students complete 60 CSU transferable units including completion of CSU GE or IGETC and 37 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 requires a total of 21 units.</p> <p><b>Global Studies Associate in Arts Degree for Transfer</b><br/>Required Core Courses</p> <p>Required Core (6 units)</p> <p style="padding-left: 40px;">Units</p> <p>GEOG100 F Global Geography<br/>3</p> <p>or</p> <p>GEOG100HF Honors Global Geography<br/>3</p> <p>POSC230 F Introduction to International Relations<br/>3</p> <p>List A: Select five courses from at least four of the following areas (15 units)</p> <p style="padding-left: 40px;">Units</p> <p>Area 1: Culture and Society</p> <p style="padding-left: 40px;">Units</p> <p>ANTH102 F Cultural Anthropology<br/>3</p> <p>or</p> <p>ANTH102HF Honors Cultural Anthropology<br/>3</p> <p>HIST112HF Honors World Civilizations to 1550<br/>3</p> <p>or</p> |          |               |

| NEW DEGREES/CERTIFICATES |   |          |               |
|--------------------------|---|----------|---------------|
| DEGREE                   | PROPOSAL TYPES  | EFF DATE | JUSTIFICATION |
|                          | HIST112HF Honors World Civilizations to 1550<br>3                               |          |               |
|                          | HIST113 F World Civilizations Since 1550<br>3                                   |          |               |
|                          | or<br>HIST113HF Honors World Civilizations Since 1550<br>3                      |          |               |
|                          | Area 2: Geography<br>Units  |          |               |
|                          | GEOG102 F Physical Geography<br>3   |          |               |
|                          | or<br>GEOG102HF Honors Physical Geography<br>3                                  |          |               |
|                          | GEOG160 F Cultural Geography<br>3   |          |               |
|                          | Area 3: Economics<br>Units  |          |               |
|                          | ECON101 F Principles of Economics - Micro<br>3                                  |          |               |
|                          | or<br>ECON101HF Honors Principles of Economics - Micro<br>3                     |          |               |
|                          | ECON102 F Principles of Economics-Macro<br>3                                    |          |               |
|                          | or<br>ECON102HF Honors Principles of Economics-Macro<br>3                       |          |               |
|                          | Area 4: Politics<br>Units   |          |               |
|                          | POSC215 F Comparative Politics<br>3   |          |               |
|                          | Area 5: Humanities<br>Units   |          |               |
|                          | ENGL224 F World Literature through the Early<br>Modern Period<br>3              |          |               |
|                          | or<br>ENGL224HF Honors World Literature through the<br>Early Modern Period<br>3 |          |               |
|                          | ENGL225 F World Literature since the Early Modern<br>Period<br>3                |          |               |
|                          | or<br>ENGL225HF Honors World Literature since the Early<br>Modern Period        |          |               |

| NEW DEGREES/CERTIFICATES |   |          |               |
|--------------------------|---|----------|---------------|
| DEGREE                   | PROPOSAL TYPES                                | EFF DATE | JUSTIFICATION |
|                          | 3   |          |               |
|                          | CHIN203 F Intermediate Chinese - Mandarin III |          |               |
|                          | 4   |          |               |
|                          | FREN203 F Intermediate French III             |          |               |
|                          | 4   |          |               |
|                          | FREN204 F Intermediate French IV              |          |               |
|                          | 4   |          |               |
|                          | CHIN204 F Intermediate Chinese - Mandarin IV  |          |               |
|                          | 4   |          |               |
|                          | GERM203 F Intermediate German III             |          |               |
|                          | 4   |          |               |
|                          | GERM204 F Intermediate German IV              |          |               |
|                          | 4   |          |               |
|                          | ITAL203 F Intermediate Italian III            |          |               |
|                          | 4   |          |               |
|                          | ITAL204 F Intermediate Italian IV             |          |               |
|                          | 4   |          |               |
|                          | JAPN203 F Intermediate Japanese III           |          |               |
|                          | 4   |          |               |
|                          | JAPN204 F Intermediate Japanese IV            |          |               |
|                          | 4   |          |               |
|                          | SPAN203 F Intermediate Spanish III            |          |               |
|                          | 4   |          |               |
|                          | SPAN204 F Intermediate Spanish IV             |          |               |
|                          | 4   |          |               |
|                          | PHIL105 F World Religions                     |          |               |
|                          | 3   |          |               |
|                          | or  |          |               |
|                          | PHIL105HF Honors World Religions              |          |               |
|                          | 3   |          |               |
|                          | Total Units                                   |          |               |
|                          | 21  |          |               |

| MODIFY DEGREES/CERTIFICATES |   |   |              |  |
|-----------------------------|---|---|--------------|--|
| DEGREE                      | REVISION TYPE   |   | EFF DATE     | JUSTIFICATION  |
| Business                    | <ul style="list-style-type: none"> <li>• Program Title Revision</li> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Removing Courses from "Required"</li> <li>• Adding Courses to "Required"</li> <li>• Removing Courses from "Restricted Electives"</li> </ul> | <p>The <b>Business Skills Certificate</b> will prepare a student with practical business skills in a field of their choice. This certificate provides the professional skills to compete in today's workplace. Give your career a boost by mastering people and process expertise in areas like communication, critical thinking, finance, leadership, negotiation and problem-solving. A minimum grade of C is required in each course taken. This certificate requires a total of 12-15</p> | 2021<br>Fall | Name changed from Business and Technology Certificate to Business Skills Certificate. Units changed from 39-44 to 12-15 to make it more attainable by CTE students as an add-on business component of their education. |





| MODIFY DEGREES/CERTIFICATES               |  |   |           |  |
|---|--|---|-----------|--|
| DEGREE                                    | REVISION TYPE  |   | EFF DATE  | JUSTIFICATION  |
|   |  | MKT100 F Introduction to Marketing<br>3<br>or<br>MKT208 F Principles of Selling<br>3<br><br>Total Units<br>12-15  |           |  |
| Child Development and Educational Studies | <ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Six-Year Review</li> <li>• Program SLOA Revision</li> </ul> | <p>The <b>Child Development and Educational Studies Associate in Arts Degree</b> (CDES AA) prepares students for employment as teachers or teacher's assistants in private preschools or children's centers. This degree also prepares students majoring in CDES for transfer to a four-year institution. The CDES AA degree, in conjunction with CDES 225 F: Early Childhood Student Teaching Practicum, and the required minimum number of hours of field experience will meet the Title V Child Development Teacher Permit requirement. In many of the courses included in the CDES AA degree, student's study, observe and learn utilizing the Child Development Laboratory Instructional Classrooms. A minimum grade of C is required in each course taken. The Child Development and Educational Studies Associate in Arts Degree includes 21 units.</p> <p><b>Child Development and Educational Studies Associate in Arts Degree</b><br/>Required Courses (21 units)<br/>Units</p> <p>CDES120 F Child Development<br/>3</p> <p>CDES122 F Principles of Early Childhood Education</p> | 2020 Fall | Six Year Review. Added CIP code. Updated format of PSLO's and included measurable verbs. |

| MODIFY DEGREES/CERTIFICATES               |  |   |           |  |
|---|--|---|-----------|--|
| DEGREE                                    | REVISION TYPE  |   | EFF DATE  | JUSTIFICATION  |
|   |  | <p style="text-align: center;">3</p> <p>CDES125 F Observation and Assessment for Early Learning and Development</p> <p style="text-align: center;">3</p> <p>CDES201 F Child in the Home and Community</p> <p style="text-align: center;">3</p> <p>CDES204 F Introduction to Special Education</p> <p style="text-align: center;">3</p> <p>CDES210 F Anti-Bias Perspective/Diversity Seminar</p> <p style="text-align: center;">3</p> <p>CDES238 F Reggio and Constructivism in Early Childhood</p> <p style="text-align: center;">3</p> <p>Total Units</p> <p style="text-align: center;">21</p>  |           |  |
| Child Development and Educational Studies | <ul style="list-style-type: none"> <li>• Catalog Description Update</li> <li>• Six-Year Review</li> <li>• Program SLOA Revision</li> </ul> | <p>The <b>Early Childhood Education Associate in Arts Degree (ECE AA)</b>, provides students with preparation for employment working with children from birth through age 8 in early care and education programs, public and private preschools, and children's centers. The ECE AA courses meet the basic course requirements for teachers in private preschools licensed by the California State Department of Social Services. With the completion of the ECE AA degree and the required minimum number of field experience hours, the student will be able to apply for the Title V Child Development Permit at the Associate Teacher level. In many of the courses included in the ECE AA degree, student's study, observe and learn utilizing the Child Development Laboratory Instructional Classrooms. A minimum grade of C is required in each course taken. The Early Childhood Education Associate in Arts Degree requires a total of 23 units.</p> <p><b>Early Childhood Education Associate in Arts Degree</b></p> | 2020 Fall | Six-Year Review. Added CIP code. Updated catalog description. Updated PSLOs to required format and allowed measurable verbs. |

| MODIFY DEGREES/CERTIFICATES |  |   |           |                  |
|-----------------------------|--|---|-----------|------------------|
| DEGREE                      | REVISION TYPE  |   | EFF DATE  | JUSTIFICATION    |
|                             |  | Required Courses (21 units)<br>Units<br>CDES115 F Introduction to Early<br>Childhood Education Curriculum<br>3<br>CDES120 F Child Development<br>3<br>CDES122 F Principles of Early<br>Childhood Education<br>3<br>CDES125 F Observation and<br>Assessment for Early Learning and<br>Development<br>3<br>CDES201 F Child in the Home and<br>Community<br>3<br>CDES210 F Anti-Bias<br>Perspective/Diversity Seminar<br>3<br>CDES121 F Introduction to Early<br>Childhood Education: The Assistant<br>Teacher<br>3<br>or<br>CDES225 F Early Childhood Student<br>Teaching Practicum<br>3<br>Restricted Electives (2 units)<br>Units<br>CDES116 F Art Education in Early<br>Childhood<br>2<br>CDES117 F Literacy and Language in<br>Early Childhood<br>2<br>CDES118 F Science and Math<br>Education in Early Childhood<br>2<br>CDES119 F Music Education in Early<br>Childhood<br>2<br>Total Units<br>23 |           |                  |
| Computer Science            | <ul style="list-style-type: none"> <li>Course Unit Revision</li> </ul> | The <b>Computer Science Associate in Science Degree</b> is designed to prepare  | 2021 Fall | Six-Year Review. |

| MODIFY DEGREES/CERTIFICATES |  |  |          |               |
|-----------------------------|--|--|----------|---------------|
| DEGREE                      | REVISION TYPE  |  | EFF DATE | JUSTIFICATION |
|                             | <ul style="list-style-type: none"> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Six-Year Review</li> </ul> | <p>students to transfer to colleges and universities that offer bachelor's degrees in computer science. Students with a degree in computer science may pursue careers in many areas of industry, such as aerospace, health, finance, entertainment, and more. Opportunities for specialties in the field include software engineering and development, computer networks and security, telecommunications, mobile computing, game programming, internet and web technology, embedded systems and real-time programming, systems analysis, information technology, distributed computing and artificial intelligence. This degree requires 23-24 units of which 12 units are in required courses. An additional 11-12 units must be chosen from the lists below. A minimum grade of C is required in all courses.</p> <p><b>Computer Science Associate in Science Degree</b><br/>           Required Courses (12 units):<br/>           Suggested sequence</p> <p style="padding-left: 40px;">Units</p> <p>CSCI123 F Introduction to Programming Concepts in C++<br/>4</p> <p>CSCI133 F Data Structures in C++<br/>4</p> <p>MATH152 F Calculus II<br/>4</p> <p>or</p> <p>MATH152HF Honors Calculus II<br/>4</p> <p>Choose one course pair (7-8 units)</p> <p style="padding-left: 40px;">Units</p> <p>MATH171 F Discrete Mathematics<br/>4</p> <p>and</p> <p>MATH172 F Graph Theory and Linear Algebra<br/>4</p> <p>or</p> <p>MATH170 F Discrete Structures</p> |          |               |

| MODIFY DEGREES/CERTIFICATES |  |   |           |  |
|-----------------------------|--|---|-----------|--|
| DEGREE                      | REVISION TYPE  |   | EFF DATE  | JUSTIFICATION  |
|                             |  | <p style="text-align: center;">4</p> <p>and</p> <p>MATH255 F Linear Algebra</p> <p style="text-align: center;">3</p> <p>Restricted Electives (4 units)</p> <p style="text-align: center;">Units</p> <p>CSCI223 F C Language for Math and Science</p> <p style="text-align: center;">4</p> <p>CSCI241 F Computer Organization and Assembly Language Programming</p> <p style="text-align: center;">4</p> <p>Total Units</p> <p style="text-align: center;">23-24</p>   |           |  |
| Mathematics                 | <ul style="list-style-type: none"> <li>• Course Unit Revision</li> <li>• Program Unit Revision</li> <li>• Catalog Description Update</li> <li>• Six-Year Review</li> <li>• Adding Courses to "Restricted Electives"</li> </ul> | <p>The <b>Mathematics Associate in Science Degree</b> is designed to prepare students to transfer to colleges and universities that offer bachelor's degrees in mathematics. Students with a degree in mathematics may pursue careers in a variety of industries such as education, finance, insurance, information technology, engineering and operations, manufacturing, consulting, analysis, research, and more. The Mathematics Associate in Science Degree requires a total of 18-21 units. NOTE: Students planning to transfer to a local CSU may also want to consider the Mathematics AS-T Degree.</p> <p><b>Mathematics Associate in Science Degree</b><br/> Required Courses: (12 units)</p> <p style="text-align: center;">Units</p> <p>MATH151 F Calculus I</p> <p style="text-align: center;">4</p> <p>or</p> <p>MATH151HF Honors Calculus I</p> <p style="text-align: center;">4</p> <p>MATH152 F Calculus II</p> <p style="text-align: center;">4</p> <p>or</p> <p>MATH152HF Honors Calculus II</p> <p style="text-align: center;">4</p> <p>MATH251 F Multivariable Calculus</p> <p style="text-align: center;">4</p> | 2021 Fall | Six-Year Review. Add new course MATH 121 F to Restricted Electives. Program unit revision from 18-20 to 18-21. |

| MODIFY DEGREES/CERTIFICATES |   |   |           |   |
|-----------------------------|---|---|-----------|---|
| DEGREE                      | REVISION TYPE   |   | EFF DATE  | JUSTIFICATION   |
|                             |   | Restricted Electives: (6-9 units)<br>MATH 120 F/HF, PSY 161 F/HF and<br>SOSC 120 F are considered equivalent<br>courses; however, MATH 120 F/HF is<br>recommended for this degree.<br>Units<br>CSCI123 F Introduction to<br>Programming Concepts in C++<br>4<br>MATH120 F Introductory Probability<br>and Statistics (2018)<br>4<br>or<br>MATH120HF Honors Introductory<br>Probability and Statistics (2018)<br>4<br>or<br>MATH121 F Enhanced Introductory<br>Probability and Statistics<br>5<br>MATH170 F Discrete Structures<br>4<br>MATH171 F Discrete Mathematics<br>4<br>MATH172 F Graph Theory and Linear<br>Algebra<br>4<br>MATH252 F Linear Algebra and<br>Differential Equations<br>4<br>MATH253 F Additional Topics in Linear<br>Algebra<br>2<br>MATH255 F Linear Algebra<br>3<br>MATH260 F Ordinary Differential<br>Equations<br>3<br>PHYS221 F General Physics I<br>4<br>Total Units<br>18 - 21 |           |   |
| Mathematics                 | <ul style="list-style-type: none"> <li>• Course Unit Revision</li> <li>• Catalog Description Update</li> <li>• Six-Year Review</li> </ul> | The <b>Mathematics Associate in Science Degree for Transfer</b> , also called the Mathematics AS-T Degree, prepares students to transfer to CSU campuses that offer bachelor's degrees in mathematics. Ed Code Section 66746-66749 states students earning the  | 2021 Fall | Six-Year Review. Add new course MATH 121 F to restricted electives. |

| MODIFY DEGREES/CERTIFICATES |  |   |          |               |
|-----------------------------|--|---|----------|---------------|
| DEGREE                      | REVISION TYPE  |   | EFF DATE | JUSTIFICATION |
|                             | <ul style="list-style-type: none"> <li>Adding Courses to "Restricted Electives"</li> </ul> | <p>Mathematics AS-T Degree will be granted priority for admission as a Mathematics major to a local CSU, as determined by the CSU campus to which the student applies. Students with a degree in mathematics may pursue careers in a variety of industries such as education, finance, insurance, information technology, engineering and operations, manufacturing, consulting, analysis, research, and more. The Mathematics AS-T Degree requires a total of 18-20 units. The following is required for all AA-T or AS-T degrees, and there are no additional graduation requirements: (1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: (a) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements. (b) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. (2) Obtainment of a minimum grade point average of 2.0. (3) ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.</p> <p><b>Mathematics Associate in Science Degree for Transfer</b><br/>           Required Core Courses: (12 units)<br/>           Units<br/>           MATH151 F Calculus I<br/>           4<br/>           or<br/>           MATH151HF Honors Calculus I<br/>           4<br/>           MATH152 F Calculus II<br/>           4<br/>           or</p> |          |               |

| MODIFY DEGREES/CERTIFICATES |               |   |          |               |
|-----------------------------|---------------|---|----------|---------------|
| DEGREE                      | REVISION TYPE |   | EFF DATE | JUSTIFICATION |
|                             |               | <p>MATH152HF Honors Calculus II<br/>4</p> <p>MATH251 F Multivariable Calculus<br/>4</p> <p>Select 6 units minimum from Lists A and B, with at least 3 units from List A.</p> <p>List A: (3-6 units)<br/>Units</p> <p>MATH255 F Linear Algebra<br/>3</p> <p>MATH260 F Ordinary Differential Equations<br/>3</p> <p>MATH252 F Linear Algebra and Differential Equations<br/>4</p> <p>and</p> <p>MATH253 F Additional Topics in Linear Algebra<br/>2</p> <p>Note: MATH 252 F and MATH 253 F must both be taken for either to count toward the degree.</p> <p>If only one course was selected from List A, select one course from List B.</p> <p>List B: (4-5 units)<br/>Units</p> <p>CSCI123 F Introduction to Programming Concepts in C++<br/>4</p> <p>CSCI223 F C Language for Math and Science<br/>4</p> <p>MATH120 F Introductory Probability and Statistics (2018)<br/>4</p> <p>or</p> <p>MATH120HF Honors Introductory Probability and Statistics (2018)<br/>4</p> <p>or</p> <p>MATH121 F Enhanced Introductory Probability and Statistics<br/>5</p> |          |               |









| MODIFY DEGREES/CERTIFICATES |               |   |          |               |
|-----------------------------|---------------|---|----------|---------------|
| DEGREE                      | REVISION TYPE |   | EFF DATE | JUSTIFICATION |
|                             |               | <p>competitive salaries, and can work in theme parks across the world. This certificate requires completion of 36-41 units of which 35 units are in required courses, and the remaining 1-6 units must be chosen from the restricted electives. All courses must be completed with a grade of C or better.</p> <p><b>Theme Park Technology Specialist Certificate (R 2021)</b><br/>           Required Courses (35 units)<br/>           Units</p> <p>TECH081 F Technical Mathematics I<br/>3</p> <p>TECH131 F Basic Electricity and Basic Electronics<br/>2</p> <p>TECH132 F Basics of Electric Motor Controls<br/>2</p> <p>TECH135 F Introduction to Programmable Logic Controllers<br/>2</p> <p>TECH136 F Computer Integrated Manufacturing and Advanced PLC<br/>3</p> <p>TECH137 F Electronic Instrumentation and Networking<br/>2</p> <p>THEA091 F Video and Scenic Projection for the Theatre<br/>2</p> <p>THEA092 F Automated Scenery for the Theatre<br/>2</p> <p>THEA093 F Rigging for the Theatre<br/>1</p> <p>THEA094 F Systems Maintenance and Troubleshooting for Theatre<br/>2</p> <p>THEA141 F Introduction to Technical Theatre<br/>4</p> <p>THEA143 F Stagecraft<br/>4</p> <p>THEA160 F Introduction to Sound Technology</p> |          |               |

| MODIFY DEGREES/CERTIFICATES |               |   |          |               |
|-----------------------------|---------------|---|----------|---------------|
| DEGREE                      | REVISION TYPE |   | EFF DATE | JUSTIFICATION |
|                             |               | <p style="text-align: center;">3</p> <p>THEA170 F Beginning Theatrical Lighting</p> <p style="text-align: center;">3</p> <p><i>Please note that THEA 160 F and THEA 170 F require concurrent enrollment in THEA 153 F or THEA 159 F or THEA 249 F or THEA 250F.</i></p> <p>Restricted Electives: Stage Crew Activity Lab Courses (Total: 0.5-3 units)<br/>Units</p> <p>THEA153 F Introduction to Stage Crew Activity</p> <p style="text-align: center;">0.5 - 3</p> <p>THEA159 F Beginning Stage Crew Activity</p> <p style="text-align: center;">0.5 - 3</p> <p>THEA249 F Intermediate Stage Crew Activity</p> <p style="text-align: center;">0.5 - 3</p> <p>THEA250 F Advanced Stage Crew Activity</p> <p style="text-align: center;">0.5 - 3</p> <p>Restricted Electives: Capstone Project Courses (Total: 0.5-3 units)<br/>Units</p> <p>THEA130 F Acting Workshop</p> <p style="text-align: center;">3</p> <p>THEA131 F Theatre Workshop</p> <p style="text-align: center;">1 - 3</p> <p>THEA134 F Beginning Theatre Practicum</p> <p style="text-align: center;">1 - 2</p> <p>THEA178 F Beginning Musical Theatre Production</p> <p style="text-align: center;">0.5 - 3</p> <p>THEA233 F Intermediate Theatre Practicum</p> <p style="text-align: center;">1 - 2</p> <p>THEA278 F Intermediate Musical Theatre Production</p> <p style="text-align: center;">0.5 - 3</p> <p>Total Units</p> <p style="text-align: center;">36 - 41</p> |          |               |

| DELETE DEGREES/CERTIFICATES                                  |           |   |
|--|-----------|---|
| DEGREE   | EFF DATE  | JUSTIFICATION   |
| Therapeutic and Sport Massage Therapist Level II Certificate | 2021 Fall | Therapeutic and Sports Massage Therapist Level II Certificate. Certificate has never been state approved. Cannot offer certificate to students. |



# North Orange Continuing Education

2019-2020

Expected/Pending Board approval on May 12, 2020  
 Approved by District Curriculum Coordinating Committee on April 17, 2020  
 Approved by North Orange Continuing Education Curriculum Committee March 12, 2020

~~ New Courses ~~

| Crs Id                                   | Title  | Hours | Justification   | Effective Term |
|--|--|-------|---|----------------|
| <b>CTE – Braille Transcribing</b>        |  |       |   |                |
| ENCO 200                                 | Braille Transcribing<br>- Reading & Writing<br>Uncontracted and Contracted | 45    | Revision of existing course to fit into NOCE's Semester System. was ENCO 535, 539.  | Fall<br>2020   |
| ENCO 201                                 | Braille Transcribing<br>- Formatting Contracted Unified<br>English Braille | 45    | Revision of existing course to fit into NOCE's Semester System. was ENCO 535, 539.  | Fall<br>2020   |
| <b>Disability Support Services (DSS)</b> |  |       |   |                |
| DSSS 116                                 | Reading: Survival Vocabulary &<br>Basic Reading and Writing                | 90    | Revising three courses (DSPS 382 DSPS 384 DSPS 380) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall<br>2020   |
| DSSS 117                                 | Reading: Use in Real<br>Life Situations                                    | 90    | Revising three courses (DSPS 382 DSPS 384 DSPS 380) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall<br>2020   |
| DSSS 120                                 | Computer Fundamentals:<br>Beginning Skills                                 | 90    | Revising three courses (DSPS 410 DSPS 412 DSPS 414) into two courses to fit into NOCE changed from trimesters to semester.            | Fall<br>2020   |
| DSSS 121                                 | Computer Fundamentals: Basic<br>Word Processing Editing                    | 90    | Revising three courses (DSPS 410 DSPS 412 DSPS 414) into two courses to fit into NOCE changed from trimesters to semester.            | Fall<br>2020   |
| DSSS 122                                 | Computers: Presentation<br>Software & Basic Formatting                     | 90    | Revising three courses (DSPS 410 DSPS 412 DSPS 414) into two courses to fit into NOCE changed from trimesters to semester.            | Fall<br>2020   |
| DSSS 123                                 | Computers: Word Processing<br>and Electronic Mail                          | 90    | Revising three courses (DSPS 410 DSPS 412 DSPS 414) into two courses to fit into NOCE changed from trimesters to semester.            | Fall<br>2020   |
| DSSS 124                                 | Photoshop Elements: Digital<br>Camera Operation & Editing<br>Fundamentals  | 90    | Revising three courses (DSPS 535 DSPS 537 DSPS 539) into two courses to fit into NOCE's shift from trimesters to semester.            | Fall<br>2020   |
| DSSS 125                                 | Photoshop Elements: Layering<br>and Special Effects                        | 90    | Revising three courses (DSPS 535 DSPS 537 DSPS 539) into two courses to fit into NOCE's shift from trimesters to semester.            | Fall<br>2020   |



**North Orange Continuing Education**  
**2019-2020**

| <b>Crs Id</b> | <b>Title</b>   | <b>Hours</b> | <b>Justification</b>  | <b>Effective Term</b> |
|---------------|--|--------------|---|-----------------------|
| DSSS 132      | Money Skills: Safe Shopping and Money Management                         | 90           | Revising three courses (DSPS 430 DSPS 432 DSPS 434) into two courses to fit into NOCE changed from trimesters to semester.            | Fall 2020             |
| DSSS 133      | Money Skills: Smart Shopping & Completing Transactions                   | 90           | Revising three courses (DSPS 430 DSPS 432 DSPS 434) into two courses to fit into NOCE changed from trimesters to semesters.           | Fall 2020             |
| DSSS 134      | Basic Cooking: Beginning Skills  | 90           | Revising three courses (DSPS 452, DSPS 454, DSPS 450) into two courses to fit into NOCE changed from trimesters to semester.          | Fall 2020             |
| DSSS 135      | Basic Cooking: Advanced Skills   | 90           | Revising three courses (DSPS 452, DSPS 454, DSPS 450) into two courses to fit into NOCE changed from trimesters to semester.          | Fall 2020             |
| DSSS 137      | Living Independently: Options for Living                                 | 90           | Revising three courses (DSPS 330 DSPS 332 DSPS 334) into two course to fit into NOCE changed from trimesters to the semester system.  | Fall 2020             |
| DSSS 138      | Living Independently: Health, Safety & Living with Your Roommate         | 90           | Revising three courses (DSPS 330 DSPS 332 DSPS 334) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall 2020             |
| DSSS 142      | Communication on the Job: Foundational Skills                            | 90           | Revising three courses (DSPS 492, DSPS 494, DSPS 490) into two courses to fit into NOCE changed from trimesters to semester.          | Fall 2020             |
| DSSS 143      | Communication on the Job: Effectively Dealing with Work Related Problems | 90           | Revising three courses (DSPS 492 DSPS 494 DSPS 490) into two courses to fit into NOCE's shift from trimesters to semester.            | Fall 2020             |
| DSSS 144      | Community Volunteering for Vocational Skills Enhancement                 | 90           | This is a revision of the DSPS 345 to fit into NOCE changed from trimesters to semester.  | Fall 2020             |
| DSSS 146      | Workplace Skills Training: Exceptional Employee                          | 90           | Revising three courses (DSPS 329 DSPS 345 DSPS 327) into two courses to fit into NOCE changed from trimesters to semester.            | Fall 2020             |
| DSSS 147      | Workplace Skills Training: Workplace Safety                              | 90           | Revising three courses (DSPS 329 DSPS 345 DSPS 327) into two courses to fit into NOCE changed from trimesters to semester.            | Fall 2020             |
| DSSS 150      | Self-Advocacy: Making a Plan   | 90           | Revising three courses (DSPS 360 DSPS 362 DSPS 364) into two courses to fit into NOCE changed from trimesters to semester.            | Fall 2020             |
| DSSS 151      | Self-Advocacy: Communication with Authority and Emergency Personnel      | 90           | Revising three courses (DSPS 360 DSPS 362 DSPS 364) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall 2020             |
| DSSS 152      | Social Skills: Foundational Interpersonal Basics                         | 90           | Revising three courses (DSPS 460 DSPS 462 DSPS 464) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall 2020             |
| DSSS 153      | Social Skills: Conflict Management and Resolution Basics                 | 90           | Revising three courses (DSPS 460 DSPS 462 DSPS 464) into two courses to fit into NOCE changed from trimesters to the semester system. | Fall 2020             |

**North Orange Continuing Education  
2019-2020**

| Crs Id   | Title  | Hours | Justification   | Effective Term |
|----------|--|-------|---|----------------|
| DSSS 160 | Relationships: Foundational Basics in Building Healthy Relationships | 90    | Revising three courses (DSPS 470 DSPS 472 DSPS 474) into two courses to fit into NOCE's shift from trimesters to semester.        | Fall 2020      |
| DSSS 161 | Relationships: Values, Intimacy & Sexuality Concepts                 | 90    | Revising three courses (DSPS 470 DSPS 472 DSPS 474) into two courses to fit into NOCE's shift from trimesters to semester.        | Fall 2020      |
| DSSS 162 | Boundaries & Relationships: Fundamentals                             | 90    | Revision of existing curriculum to align with NOCE's semester system DSPS 520, DSPS 522, and DSPS 524.                            | Fall 2020      |
| DSSS 163 | Boundaries & Relationships: Personal Development and Safety          | 90    | Revision of existing curriculum to align with NOCE's semester system DSPS 520, DSPS 522, and DSPS 524.                            | Fall 2020      |
| DSSS 164 | Human Sexuality: Human Development and Conception                    | 90    | Revising three courses (DSPS 480, DSPS 482, DSPS 484) into two courses to fit into NOCE's shift from trimesters to semester.      | Fall 2020      |
| DSSS 165 | Human Sexuality: Human Development & Healthy Relationships           | 90    | Revising three courses (DSPS 480, DSPS 482, DSPS 484) into two courses to fit into NOCE's shift from trimesters to semester.      | Fall 2020      |
| DSSS 310 | WISE - Daily Living Skills   | 75-90 | Revision of course ILS 125 summer course. Revision to update basic course information and to have a change in their summer hours. | Fall 2020      |

**English as a Second Language (ESL)**

|          |  |         |   |           |
|----------|--|---------|---|-----------|
| ESLA 211 | ESL Skill Building, Intermediate to Advanced | 108-180 | It is part of our AEFLA Technology plan to the state. Distance learning courses were recommended by WASC. Adding Distance Ed requirements and addendum. | Fall 2020 |
|----------|--|---------|---|-----------|

**~~ Revised Courses ~**

| Crs Id              | Title                             | Hours  | Justification                                | Effective Term |
|---------------------|-----------------------------------|--------|--|----------------|
| <b>Basic Skills</b> |                                   |        |  |                |
| ABED 110            | College Prep Basic Math           | 50-150 | Adding Distance Ed requirements and Addendum | Fall 2020      |
| <b>CTE</b>          |                                   |        |  |                |
| OPEC 100            | Office Essentials                 | 24     | Adding Distance Ed requirements and Addendum | Fall 2020      |
| PTEC 100            | Pharmacy Technician, Introduction | 60     | Adding Distance Ed requirements and Addendum | Fall 2020      |

**North Orange Continuing Education  
2019-2020**

**~~ Revised CDCP Program with New Courses ~~**

**CTE – Braille Transcribing**

| Program and Program Description   | Effect Term  | Justification |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |
|---|--|---------------|-------|----------|--|----|----------|--|----|--------------------------|--|-----------|-----------------------------|--|-----------|----------------------|--|
| <p><b>Braille Transcribing</b></p> <p>The Braille Transcribing Program is comprised of two classes that prepare students for the Library of Congress Braille Transcriber Certification which is required to be employed as a braille transcriber in public schools. The two sequenced courses are designed to provide the necessary skills to read and produce braille for all levels of educational institutions as well as other community needs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: center;">Core Courses</th> <th style="text-align: center;">Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ENCO 200</td> <td>Braille Transcribing - Reading &amp; Writing Uncontracted and Contracted</td> <td style="text-align: center;">45</td> </tr> <tr> <td style="text-align: center;">ENCO 201</td> <td>Braille Transcribing - Formatting Contracted Unified English Braille</td> <td style="text-align: center;">45</td> </tr> <tr style="background-color: #d9e1f2;"> <td colspan="2" style="text-align: right;"><b>Total Core Hours:</b></td> <td style="text-align: center;"><b>90</b></td> </tr> <tr style="background-color: #0056b3; color: white;"> <td colspan="2" style="text-align: right;"><b>Total Program Hours:</b></td> <td style="text-align: center;"><b>90</b></td> </tr> </tbody> </table> | Core Courses   |               | Hours | ENCO 200 | Braille Transcribing - Reading & Writing Uncontracted and Contracted | 45 | ENCO 201 | Braille Transcribing - Formatting Contracted Unified English Braille | 45 | <b>Total Core Hours:</b> |  | <b>90</b> | <b>Total Program Hours:</b> |  | <b>90</b> | <p>Fall<br/>2020</p> | <p>The Braille Transcribing Program consists of two courses that provide students the scope of knowledge to prepare and submit a manuscript for consideration of certification by the Library of Congress. This program meets a great need in our community by equipping students with skills that can be utilized in the workplace and at home. Students are referred to the program through all levels of educational institutions and the Braille Institute for family members who have family members who are blind.</p> |
| Core Courses  |  | Hours         |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |
| ENCO 200  | Braille Transcribing - Reading & Writing Uncontracted and Contracted | 45            |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |
| ENCO 201  | Braille Transcribing - Formatting Contracted Unified English Braille | 45            |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |
| <b>Total Core Hours:</b>  |  | <b>90</b>     |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |
| <b>Total Program Hours:</b>   |  | <b>90</b>     |       |          |  |    |          |  |    |                          |  |           |                             |  |           |                      |  |

**~~ Courses Deactivations ~~**

| Upon Re-Approval of Program  | Courses to Deactivate  | Effect Term          |
|--|--|----------------------|
| <ul style="list-style-type: none"> <li>• ENCO 200 Braille Transcribing - Reading &amp; Writing Uncontracted and Contracted</li> <li>• ENCO 201 Braille Transcribing - Formatting Contracted Unified English Braille</li> </ul> | <ul style="list-style-type: none"> <li>• ENCO 535 Braille Transcribing: Basic Rules</li> <li>• ENCO 537 Braille Transcribing: Reading and Writing Contractions</li> <li>• ENCO 539 Braille Transcribing: Advanced Symbols and Formatting Manuscripts</li> </ul>                                      | <p>Fall<br/>2020</p> |
| <ul style="list-style-type: none"> <li>• ESLA 211 ESL Skill Building: Intermediate to Advanced</li> </ul>  | <ul style="list-style-type: none"> <li>• ESLA 1070 ESL Academic Distance Learning</li> </ul>   | <p>Fall<br/>2020</p> |
| <ul style="list-style-type: none"> <li>• DSSS 116 Reading: Survival Vocabulary &amp; Basic Reading and Writing</li> <li>• DSSS 117 Reading: Use in Real Life Situations</li> </ul>   | <ul style="list-style-type: none"> <li>• DSPS 380 Survival Vocabulary and Basic Reading and Writing</li> <li>• DSPS 382 Basic Reading Comprehension &amp; Writing for Students with Disabilities</li> <li>• DSPS 384 Using Reading in Real Life Situations for Students with Disabilities</li> </ul> | <p>Fall<br/>2020</p> |
| <ul style="list-style-type: none"> <li>• DSSS 130 Banking &amp; Bill Paying: Beginning Skills</li> <li>• DSSS 131 Banking &amp; Bill Paying: Budgeting</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 260 Introduction to Checking Accounts</li> <li>• DSPS 275 Paying Bills</li> <li>• DSPS 285 Budgeting for Apartment Living</li> </ul>   | <p>Fall<br/>2020</p> |
| <ul style="list-style-type: none"> <li>• DSSS 120 Computer Fundamentals: Beginning Skills</li> <li>• DSSS 121 Computer Fundamentals: Basic Word Processing Editing</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 410 Introduction to Computers</li> <li>• DSPS 412 Introduction to Basic Word Processing</li> <li>• DSPS 414 Introduction to Basic Word Processing Editing for Students with Disabilities</li> </ul>  | <p>Fall<br/>2020</p> |

## North Orange Continuing Education 2019-2020

| Upon Re-Approval of Program   | Courses to Deactivate   | Effect Term |
|---|---|-------------|
| <ul style="list-style-type: none"> <li>• DSSS 122 Computers: Presentation Software &amp; Basic Formatting</li> <li>• DSSS 123 Computers: Word Processing and Electronic Mail</li> </ul>                   | <ul style="list-style-type: none"> <li>• DSPS 420 Intermediate Word Processing</li> <li>• DSPS 422 Intermediate Electronic Mail</li> <li>• DSPS 424 Intermediate PowerPoint Slide Presentation &amp; Basic Formatting</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 124 Photoshop Elements: Digital Camera Operation &amp; Editing Fundamentals</li> <li>• DSSS 125 Photoshop Elements: Layering and Special Effects</li> </ul> | <ul style="list-style-type: none"> <li>• DSPS 535 Photoshop: Digital Camera Operation for Students with Disabilities</li> <li>• DSPS 537 Photoshop Elements: Introduction for Students with Disabilities</li> <li>• DSPS 539 Photoshop Elements: Layering and Special Effects</li> </ul>                    | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 132 Money Skills: Safe Shopping and Money Management</li> <li>• DSSS 133 Money Skills: Smart Shopping &amp; Completing Transactions</li> </ul>              | <ul style="list-style-type: none"> <li>• DSPS 430 Beginning Money for Students with Disabilities</li> <li>• DSPS 432 Smart Shopping and Saving Money in the Community</li> <li>• DSPS 434 Safe Shopping and Safe Money Management</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 134 Basic Cooking: Beginning Skills</li> <li>• DSSS 135 Basic Cooking: Advanced Skills</li> </ul>   | <ul style="list-style-type: none"> <li>• DSPS 450 Basic Cooking: Beginning Skills</li> <li>• DSPS 452 Basic Cooking: Intermediate Skills for Students with Disabilities</li> <li>• DSPS 454 Basic Cooking: More Advanced Skills for Students with Disabilities</li> </ul>                                   | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 137 Independent Living: Options &amp; Resources</li> <li>• DSSS 138 Living Independently: Health, Safety &amp; Living with Your Roommate</li> </ul>         | <ul style="list-style-type: none"> <li>• DSPS 330 Options for Independent Living for Students with Disabilities</li> <li>• DSPS 332 Living More Independently: Apartment Living</li> <li>• DSPS 334 Living More Independently: Health, Safety, and Living with Your Roommate</li> </ul>                     | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 140 Job Skills: Exploring Your Occupational Path</li> <li>• DSSS 141 Job Skills: Work Attitudes and Employer Expectations</li> </ul>                        | <ul style="list-style-type: none"> <li>• DSPS 265 Exploring Your Occupational Path</li> <li>• DSPS 270 Work Attitudes and Employer Expectations</li> <li>• DSPS 280 Landing a Job</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 142 Communication on the Job: Foundational Skills</li> <li>• DSSS 143 Communication on the Job: Effectively Dealing with Work Related Problems</li> </ul>   | <ul style="list-style-type: none"> <li>• DSPS 490 Affectively Dealing with Work-Related Problems</li> <li>• DSPS 492 First Impressions on The Job</li> <li>• DSPS 494 Interviewing &amp; Professional Communication</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 144 Community Volunteering for Vocational Skills Enhancement</li> <li>• DSSS 146 Workplace Skills Training: Exceptional Employee</li> </ul>                 | <ul style="list-style-type: none"> <li>• DSPS 329 Workplace Training: Exceptional Employee for Students with Disabilities</li> <li>• DSPS 327 Workplace Safety and Janitorial Skills for Students with Disabilities</li> <li>• DSPS 345 Community Volunteering for Vocational Skills Enhancement</li> </ul> | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 146 Workplace Skills Training: Exceptional Employee</li> <li>• DSSS 147 Workplace Skills Training: Workplace Safety</li> </ul>                              | <ul style="list-style-type: none"> <li>• DSPS 327 Workplace Safety and Janitorial Skills for Students with Disabilities</li> <li>• DSPS 329 Workplace Training: Exceptional Employee for Students with Disabilities</li> <li>• DSPS 345 Community Volunteering for Vocational Skills Enhancement</li> </ul> | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 150 Self-Advocacy: Making a Plan</li> <li>• DSSS 151 Self-Advocacy: Communication with Authority and Emergency Personnel</li> </ul>                         | <ul style="list-style-type: none"> <li>• DSPS 360 Making a Plan for Self-Advocacy</li> <li>• DSPS 362 Advocating for Life and Vocational Goals</li> <li>• DSPS 364 Interacting with Authority and Emergency Personnel</li> </ul>  | Fall 2020   |

## North Orange Continuing Education 2019-2020

| Upon Re-Approval of Program  | Courses to Deactivate  | Effect Term |
|--|--|-------------|
| <ul style="list-style-type: none"> <li>• DSSS 152 Social Skills: Foundational Interpersonal Basics</li> <li>• DSSS 153 Social Skills: Conflict Management and Resolution Basics</li> </ul>                     | <ul style="list-style-type: none"> <li>• DSPS 460 Social Skills: Foundational Basics</li> <li>• DSPS 462 Social Skills: Conflict Management and Resolution Basics</li> <li>• DSPS 464 Social Skills: Additional Interpersonal Concepts</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 160 Relationships: Foundational Basics in Building Healthy Relationships</li> <li>• DSSS 161 Relationships: Values, Intimacy &amp; Sexuality Concepts</li> </ul> | <ul style="list-style-type: none"> <li>• DSPS 470 Relationships: Foundational Basics</li> <li>• DSPS 472 Relationships: Building and Maintaining Healthy Relationships</li> <li>• DSPS 474 Relationships: Relationships Review, Intimacy, and Sexuality Concepts</li> </ul>                                  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 162 Boundaries &amp; Relationships: Fundamentals</li> <li>• DSSS 163 Boundaries &amp; Relationships: Personal Development and Safety</li> </ul>                  | <ul style="list-style-type: none"> <li>• DSPS 520 Relationships and Boundaries for Students with Disabilities</li> <li>• DSPS 522 Interpersonal Relationships for Students with Disabilities</li> <li>• DSPS 524 Personal Development and Safety In Relationships for Students with Disabilities</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 164 Human Sexuality: Human Development and Conception</li> <li>• DSSS 165 Human Sexuality: Human Development and Healthy Relationships</li> </ul>                | <ul style="list-style-type: none"> <li>• DSPS 480 Human Sexuality: Human Development, Puberty, and Conception</li> <li>• DSPS 482 Human Sexuality: Sexual Expression, Reproduction, and Birth Control</li> <li>• DSPS 484 Human Sexuality: Children, Personal Safety, &amp; Healthy Relationships</li> </ul> | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 300 WISE -Consumer Skills</li> <li>• DSSS 301 WISE: Budgeting Skills</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 560 Independent Living Skills: Budgeting Skills</li> <li>• DSPS 562 Independent Living Skills: Money Skills</li> <li>• DSPS 564 Independent Living Skills: Consumer Skills</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 302 WISE - Health and Nutrition</li> <li>• DSSS 303 WISE - Safety Skills</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 570 Independent Living Skills: Health Skills</li> <li>• DSPS 572 Independent Living Skills: Safety Skills</li> <li>• DSPS 574 Independent Living Skills: Nutrition</li> </ul>  | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 304 WISE - Securing a Job</li> <li>• DSSS 305 WISE - Retaining a Job</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 550 Independent Living Skills: Exploring Employment</li> <li>• DSPS 552 Independent Living Skills: Pre-Vocational Skills Practice</li> <li>• DSPS 554 Independent Living Skills: Social Skills on the Job</li> </ul>   | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 306 WISE - Independent Living Skills</li> <li>• DSSS 307 WISE - Independent Living Skills in the Community</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 580 Independent Living Skills: Practical Living Skills</li> <li>• DSPS 582 Independent Living Skills: Accessing Community Resources</li> <li>• DSPS 584 Independent Living Skills: Kitchen Skills</li> </ul>   | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 308 WISE - US Civics</li> <li>• DSSS 309 WISE - US Geography</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 370 ILS: US Civics</li> <li>• DSPS 372 ILS: US Geography</li> <li>• DSPS 374 ILS: US National Symbols and History</li> </ul>   | Fall 2020   |
| <ul style="list-style-type: none"> <li>• DSSS 310 WISE - US Civics</li> </ul>  | <ul style="list-style-type: none"> <li>• DSPS 125 Daily Living Skills for Students with Disabilities</li> </ul>  | Fall 2020   |

**North Orange Continuing Education**  
**2019-2020**

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**~~ Program Deactivations ~~**

| <b>Programs</b>  | <b>Effective Term</b> |
|--|-----------------------|
| <ul style="list-style-type: none"><li>• Computer Basic</li><li>• Computer Intermediate</li><li>• Employability Certificate</li><li>• Personal Finance</li><li>• Reading Skills</li><li>• Self-Advocacy</li><li>• Workplace Preparation</li></ul> | Fall 2020             |



**AMENDMENT TO  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT  
COLLEGE AND CAREER ACCESS PATHWAYS  
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT  
2018-2021**

As of May 12, 2020, the agreement entitled “College and Career Access Pathways Partnership Agreement (CCAP Agreement)” between Fullerton College (“COLLEGE”) a college of the North Orange County Community College District, (NOCCCD) and Placentia-Yorba Linda Unified School District (“SCHOOL DISTRICT”) will be amended by adding one educational program (ADDENDUM A).

This change is only the addition of one educational program; the entire remainder of the original agreement remains in full force.

This Amendment may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on May 12, 2020

By: \_\_\_\_\_  
Placentia-Yorba Linda Unified School District  
Mr. David Giordano  
Assistant Superintendent, Business Services

By: \_\_\_\_\_  
Fullerton College  
José Ramón Núñez, Ph.D.  
Vice President, Instruction

By: \_\_\_\_\_  
North Orange County Community College District  
Cherry Li-Bugg, Ph.D.  
Vice Chancellor, Educational Services and Technology

North Orange County Community College District Board Meeting: *May 12<sup>th</sup>, 2020*  
School District Board Meeting: *May 12<sup>th</sup>, 2020*

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*Note: All referenced Sections from AB 288 (Education Code 76004)*



**ADDENDUM A**

1. **CCAP AGREEMENT PROGRAM YEAR** – college has identified the following: program year, educational program(s) and course(s) to be offered at the said date, time and location; the total number of students to be served and projected FTES; and the instructor; and employer of record.

**PROGRAM YEAR: 2020-2021**

**COLLEGE: Fullerton College**

EDUCATIONAL PROGRAMS: **Music**

SCHOOL DISTRICT: **Placentia-Yorba Linda Unified School District**

HIGH SCHOOLS: **La Entrada**

|  |                              |
|--|------------------------------|
| TOTAL NUMBER OF STUDENTS TO BE SERVED: 30 students | TOTAL PROJECTED FTES: 3 FTES |
|--|------------------------------|

| COURSE NAME              | COURSE NUMBER | TERM        | TIME         | DAYS    | INSTRUCTOR     | EMPLOYER   | LOCATION  |
|--------------------------|---------------|-------------|--------------|---------|----------------|--|---|
| 1. History of Rock Music | MUS 119 F     | Summer 2020 | 9:00 – 11:50 | M/T/W/R | Dustin Donahue | <input checked="" type="checkbox"/> CC <input type="checkbox"/> HS | <input type="checkbox"/> CC <input checked="" type="checkbox"/> HS<br>La Entrada HS |

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*):

The courses have been offered previously to college bound high school students to support a successful transition into college level coursework and improve matriculation.

2. **BOOKS AND INSTRUCTIONAL MATERIALS** - The total cost of books and instructional materials for school district students participating as part of this CCAP agreement will be borne by school district.

| COURSE NAME              | TEXT   | COST             | OTHER INSTRUCTIONAL MATERIALS | COST |
|--------------------------|--|------------------|-------------------------------|------|
| 1. History of Rock Music | What’s That Sound? An Introduction to Rock and Its History | Estimate \$90.73 | N/A                           | N/A  |

*Note: All referenced Sections from AB 288 (Education Code 76004)*

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |   |              |          |
|-----------------|---|--------------|----------|
| <b>TO:</b>      | BOARD OF TRUSTEES   | Action       | <u>X</u> |
| <b>DATE:</b>    | May 12, 2020  | Resolution   | <u>X</u> |
| <b>SUBJECT:</b> | Cypress College and Fullerton College<br>Coronavirus Aid, Relief, and Economic<br>Security (CARES) Act Grants | Information  | <u></u>  |
|                 |   | Enclosure(s) | <u>X</u> |

**BACKGROUND:** Cypress College and Fullerton College are pleased to report a funding allocation from the U.S. Department of Education’s Coronavirus Aid, Relief, and Economic Security (CARES) Act – Higher Education Emergency Relief Funds (HEERF) in the total amount of \$18,014,389.00 for a one-year period from May 1, 2020 to May 1, 2021, to cover expenses related to the disruption of campus operations due to the Coronavirus pandemic. The CARES Act - HEERF divides the funding into three types of allocations: 1) student financial assistance; 2) institution costs assistance; and 3) minority serving institution (MSI) financial assistance.

The student financial assistance portion requires institutions to use no less than fifty percent of funds received under Sections 18004(a)(1) and 18004(c) of the CARES Act to provide emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus. This portion of funding is only for students who are or could be eligible to participate in programs under Section 484 in Title IV of the Higher Education Act of 1965, as amended (HEA). Cypress College is to receive \$3,573,967.00 and Fullerton College is to receive \$4,850,367.00 under this allocation.

The institution costs assistance allows institutions to use up to one-half of the total funds received under Section 18004(a)(1) to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus. This includes: expanding remote learning programs; building IT capacity to support such programs; and training faculty and staff to operate effectively in a remote learning environment. Cypress College is to receive \$3,573,967.00 and Fullerton College is to receive \$4,850,367.00 under this allocation.

Lastly, the MSI financial assistance funds, unlike the funds under Section 18004(a)(1) for Emergency Financial Aid Grants to Students and for an Institution’s Costs, these funds are provided under Section 18004(a)(2) and Section 18004(a)(3) of the CARES Act, which means institutions are not required to use at least 50% of these funds for grants to students. The funds under Section 18004(a)(2) and Section 18004(a)(3) may be used for grants to students for any component of the student’s cost of attendance, including tuition, course materials, and technology. However, to receive grants under these sections, students must be eligible to receive Federal financial student aid under Section 484 of the HEA. Institutions may also use these funds to defray institutional expenses, which under Section 18004(a)(2) and Section 18004(a)(3) may include lost

revenue, reimbursement for expenses already incurred, technology costs associated with the transition to distance education, faculty and staff training, and payroll. Cypress College is to receive \$489,624.00 and Fullerton College is to receive \$676,097.00 under this allocation, a total of \$1,165,721.

This item was submitted by Lisa King, District Director, Grants, NOCCCD

**How does this relate to the five District Strategic Directions?** This funding supports the District's Strategic Directions #1, #2, and #4.

**How does this relate to Board Policy:** This item is in compliance with Board Policy 3280, Grants, 1.0 and 2.0. The Board will be informed about all grants received by the District, and the Chancellor shall establish procedures to assure timely application and processing of grant applications and funds, and that the grants that are applied for directly support the purposes of the District.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Cypress College and Fullerton College have been allocated a total of \$18,014,389 from CARES Act – HEERF Funds to be used by May 1, 2021 for expenses related to the disruption of campus operations due to the Coronavirus pandemic.

**RECOMMENDATION:** Authorization is requested for Cypress College and Fullerton College to enter into agreements with the U.S. Department of Education to accept the total CARES Act - HEERF funds in the amount of \$18,014,389 to be used by May 1, 2021 to cover expenses related to the disruption of campus operations due to the Coronavirus pandemic. It is also requested that a resolution be adopted to accept new revenue and authorize expenditures within the General Fund and the Financial Aid Fund, pursuant to the California Code of Regulations Title 5, Section 58308. Further authorization is 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.

**Cypress College & Fullerton College  
CARES Act & Minority Serving Institution**

**New Budget  
May 5, 2020 - May 4, 2021**

| <u>OBJECT OF EXPENDITURE</u>                         |                       |      |       |      | <u>PROPOSED<br/>BUDGET</u> |
|--|-----------------------|------|-------|------|----------------------------|
| <b>50000 Other Operating Expenses &amp; Services</b> | 16642                 | 4800 | 50000 | xxxx | 489,624                    |
|  | 16643                 | 5125 | 50000 | 6600 | 676,097                    |
| <b>60000 Capital Outlay</b>                          | 16642                 | 4800 | 60000 | xxxx | 3,573,967                  |
|  | 16643                 | 5125 | 60000 | 6600 | 4,850,367                  |
| <b>75000 Student Financial Aid</b>                   | 37341                 | 3410 | 75000 | 7320 | 3,573,967                  |
|  | 37342                 | 6150 | 75000 | 7320 | 4,850,367                  |
|  | <b>Total Expenses</b> |      |       |      | <b>\$18,014,389</b>        |
| <br><b>80000 Revenue</b>                             |                       |      |       |      |                            |
| Minority Serving Institution                         | 16642                 | 4800 | 81901 | xxxx | 489,624                    |
|  | 16643                 | 5125 | 81901 | 6600 | 676,097                    |
| CARES Act - Institution                              | 16642                 | 4800 | 81901 | xxxx | 3,573,967                  |
|  | 16643                 | 5125 | 81901 | 6600 | 4,850,367                  |
| CARES Act - Student Aid                              | 37341                 | 3410 | 81560 | 7320 | 3,573,967                  |
|  | 37342                 | 6150 | 81560 | 7320 | 4,850,367                  |
|  | <b>Total Revenues</b> |      |       |      | <b>\$18,014,389</b>        |

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

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the General Fund, for fiscal year 2019-2020, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

| <u>INCOME ACCOUNT</u>       | <u>INCOME SOURCE</u>                | <u>AMOUNT</u>       |
|-----------------------------|-------------------------------------|---------------------|
| 8199                        | Other Federal Revenue               | \$ 9,590,055        |
|                             |                                     |                     |
| <u>EXPENDITURES ACCOUNT</u> | <u>DESCRIPTION</u>                  |                     |
| 5000                        | Other Operating Expenses & Services | 1,165,721           |
| 6000                        | Capital Outlay                      | 8,424,334           |
| TOTALS                      |                                     | <u>\$ 9,590,055</u> |

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA) )  
                                  ) SS  
COUNTY OF ORANGE )

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on May 12, 2020, and passed by a \_\_\_\_\_ vote of said Board.

\_\_\_\_\_  
Vice Chancellor, Finance and Facilities

The above transfer approved on the \_\_\_\_\_ day of \_\_\_\_\_.

Al Mijares, Ph.D., County Superintendent of Schools

by \_\_\_\_\_, Deputy

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

WHEREAS, the Board of Trustees finds there is a need to establish budgets from funding sources within the Financial Aid Fund, for fiscal year 2019-2020, pursuant to the California Code of Regulations Title 5, Section 58308;

NOW, THEREFORE, BE IT RESOLVED that the budgets listed below are duly and regularly approved.

| <u>INCOME ACCOUNT</u>       | <u>INCOME SOURCE</u>  | <u>AMOUNT</u>       |
|-----------------------------|-----------------------|---------------------|
| 8150                        | Student Financial Aid | \$ <u>8,424,334</u> |
| <br>                        |                       |                     |
| <u>EXPENDITURES ACCOUNT</u> | <u>DESCRIPTION</u>    |                     |
| 7500                        | Student Financial Aid | 8,424,334           |
| <br>                        |                       |                     |
|                             | TOTALS                | \$ <u>8,424,334</u> |

YES:

NOES:

ABSENT:

STATE OF CALIFORNIA) ) SS  
  )  
COUNTY OF ORANGE )

I, Fred Williams, Vice Chancellor, Finance and Facilities, of the North Orange County Community College District of Orange County, California, hereby certify that the above is a true excerpt from the minutes of a regular Board meeting held on May 12, 2020, and passed by a \_\_\_\_\_ vote of said Board.

\_\_\_\_\_  
Vice Chancellor, Finance and Facilities

The above transfer approved on the \_\_\_\_\_ day of \_\_\_\_\_.

Al Mijares, Ph.D., County Superintendent of Schools

by \_\_\_\_\_, Deputy

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |  |              |       |
|-----------------|--|--------------|-------|
| <b>TO:</b>      | BOARD OF TRUSTEES  | Action       | _____ |
|                 |  | Resolution   | _____ |
| <b>DATE:</b>    | May 12, 2020   | Information  | X     |
|                 |  | Enclosure(s) | X     |
| <b>SUBJECT:</b> | North Orange Continuing Education<br>Accreditation Mid-Cycle Progress Report |              |       |

**BACKGROUND:** North Orange Continuing Education (NOCE) is accredited by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC). NOCE was granted initial accreditation in 2008 and was awarded its first official accreditation following the onsite school visit in 2011. NOCE received a full six-year accreditation with no mid-cycle visit but submitted a mid-cycle report in 2014.

In 2017, at the end of the initial six-year accreditation cycle, NOCE received another onsite visit as a part of the accreditation process. Following the visit, the Accrediting Commission for Schools Western Association of Schools & Colleges (WASC) granted North Orange Continuing Education another full six-year accreditation with no mid-cycle visit.

Postsecondary schools that received a six-year term of accreditation are required to submit a written Mid-Cycle Progress Report at the end of the third year, delineating progress made to the school-wide critical areas for follow-up or major recommendations within the school-wide Action Plan. The Mid-Cycle Progress Report is due to WASC by June 1, 2020.

This agenda item is being submitted by Valentina Purtell, President, NOCE.

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

**How does this relate to Board Policy:** This agenda item 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 review the North Orange Continuing Education Accreditation Mid-Cycle Progress Report.



# ASC WASC SCHOOL PROGRESS REPORT

**NOCE**  
NORTH ORANGE  
CONTINUING EDUCATION

North Orange Continuing Education  
1830 W. Romneya Drive  
Anaheim, CA 92801

**Next Visit: Spring 2023**

Accrediting Commission for Schools  
Western Association of Schools and Colleges



## CONTENTS

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## I: Student/Community Profile Data

### Include the following:

- Student/community profile that has been updated annually since the last full visit.
- From the analysis of the updated student/community profile, include the following:
  - An updated summary with implications of the data and identified student learner needs.

**Note: See Task 2, ACS WASC Student/Community Profile Guide, of the ACS WASC Focus on Learning manual.**

On February 18, 2020, attendees of Provost’s Cabinet, representing faculty, students, and staff, participated in an interactive activity of sharing information for the inclusion in NOCE’s WASC Mid-Cycle Progress Report. In response to the question, “Why does NOCE exist?”, the team made the following statements:

- Empowerment - every program empowers individuals to move on to the next level in life whether it’s to get a better job or improve their English. We exist to empower our students.
- NOCE fills a niche within the greater community. For students that lack certain educational skills, we fill that gap to help them transition to a 4-year institution.
- NOCE fills a gap between High School and Community College.
- NOCE levels the playing field for members in our community that may not have the funds to follow the traditional pathways to get to college.
- NOCE is a portal or gateway for immigrants once they arrive in this country.
- Helps transition to a better quality of life for immigrants and the other populations we serve.
- We assist students that do not have access to college when they graduate high school.
- We exist to help those students who fall through the cracks.
- We help students see their potential.
- NOCE provides support for the most vulnerable/at-risk people in our society.
- We give students hope.

### Student Success Story: Melina Wulin

Melina Wulin considers NOCE her second home. For her, NOCE has offered the programs and classes that she has needed to fill in the gaps at various points of her educational journey. When she arrived in the United States from Mexico, she needed her GED and to learn English. She found both opportunities at NOCE and began taking classes right away at the Wilshire Center. After a lot of hard work, she completed her diploma and transitioned to Fullerton College to pursue her associate degree. While at Fullerton College, Melina realized that she needed to learn how to work with computers and communicate with people in a formal setting. Again, NOCE was there for her. She enrolled concurrently in the Administrative Assistant Program at the Anaheim Campus and completed her certificate. This program provided her with the industry and people-skills needed to continue onto California State University, Fullerton (CSUF). While working toward her bachelor's

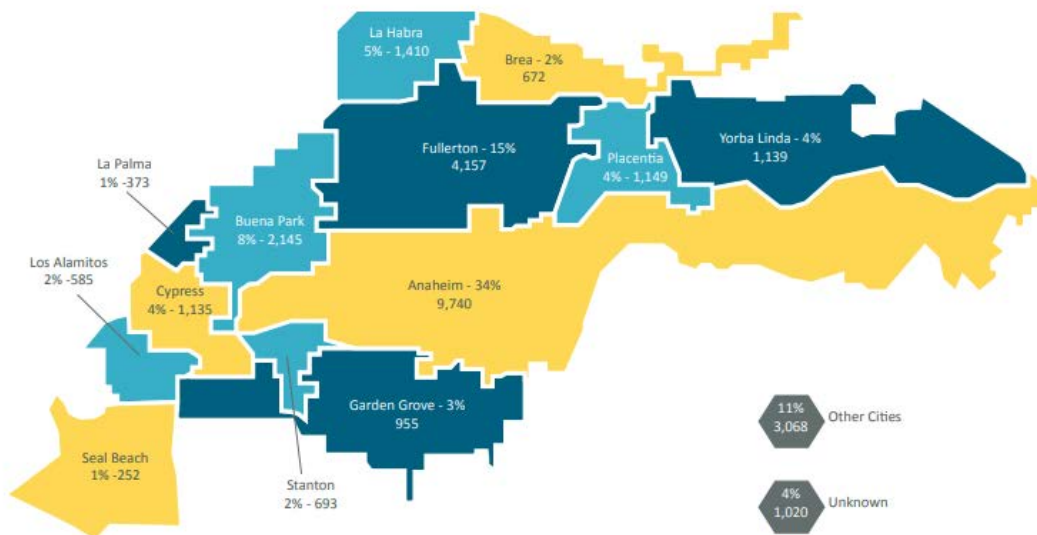


degree in Psychology, she noticed another gap in her schooling: business, management, and employment knowledge. She remembered learning about the NOCE Management Certificate Program offered at the Wilshire Center. She earned her bachelor’s degree from CSUF and recently completed her management certificate at NOCE – while also serving as an NOCE student leader. **“What I love the most about NOCE is the sense of community and inclusion that every single student and employee emanates,” says Melina. “Here, I feel part of a family.”** Melina says she is grateful for the NOCE community. Thanks to NOCE’s continuous support, Melina shared that she feels confident in pursuing her next educational goal: a master's degree in Gerontology at CSUF. Her goal is to one day work in human resources where she can promote the benefits of hiring older adults into the workplace.

NOCE is a part of NOCCCD, a multi-college district which includes NOCE, Cypress College, and Fullerton College. NOCCCD is a 155-square mile district that includes 18 communities and 16 school districts within its boundaries. NOCE’s mission is to serve the needs of individuals, business, and the community, and to evaluate whether NOCE is truly serving its community, a community profile was created based on seven census tracts, which includes 13 cities within the North Orange County service area. The 13 cities included in the profile are Anaheim, Brea, Buena Park, Cypress, Fullerton, Garden Grove, La Habra, La Palma, Los Alamitos, Placentia, Seal Beach, Stanton, and Yorba Linda. The community profile also includes a 14th city, Westminster, even though it does not fall within the NOCCCD district boundaries. Some of the census tracts are compiled of several cities which makes it difficult to exclude just one city from a tract. Westminster is included in the profile since it is part of the tract that includes Stanton and West Garden Grove. It is also important to note that Stanton and Garden Grove (west and east) tracts were included in the profile even though the district boundaries only touch a fraction of the cities. The NOCE Office of Institutional Research and Planning (OIRP) chose to include these two tracts because while large parts of these cities fall outside NOCCCD boundaries, NOCE is still open to serve students whose needs might be met through our institution. About 86% of NOCE students are residents of these 13 major cities found in NOCCCD boundaries. The remaining 14% students either reside in the other cities served by NOCCCD or live outside of North Orange County area.


## NOCCCD DISTRICT SERVICE MAP

2018/19 NOCE Students of Residence



The community profile is based on the U.S. Census Bureau's 2018 American Community Survey (ACS) 1-Year estimates based on the 2010 Census data. The 2018 estimates are used instead of the 2010 census data because 2018 is closer to the academic years covered in this report. The raw dataset is based on the Public Use Microdata Sample (PUMS), which is a sample of actual individual responses to the ACS. The total number of observations in the 1-Year dataset is approximately 1% of the United States population. PUMS is a versatile data file that allows users to disaggregate data into smaller chunks which is not available under general information found on the Census website. The Public Use Microdata Area (PUMA) codes were used to select the tracts for the cities within NOCCCD boundaries. The ACS PUMS is a weighted sample, and weighed variables were used to generate an accurate community profile.

The community profile is based only on the adult sample within the community because the primary target student population of noncredit adult education are individuals age 18 or older. NOCE serves younger students through its community services programs such as the Kids' College and Teen Program; however, that is only a small fraction (4.2% in 2018/19) of the total student population.

 Student Voices

**Who are NOCE Students?**

**Parents:**

*"Like for me, [when I drop a class] it's because I have little kids and sometimes its hard to find the time, between school, taking them to school, picking them up, and bringing them back. That for me was the challenge... it's the childcare."*

*"I noticed in my class a lot of students, they don't come, why? Because they had Christmas and Thanksgiving break and the schools are closed. And many of the students, they are parents, and I understand that it's hard to find a babysitter for your kids, they prefer to stay home and not come to school."*

**Commuters:**

*"I have to take the bus two hours prior to that [8:30 a.m. class start time], so I'd have to get up around 4:30-5:00 a.m. in order to make an 8:30 a.m. class."*

*"Yes [I had to drop a class] because I didn't have reliable transportation and enough time to go after work, but I am determined to finish the program I started."*

**Full/Part-Time Employees:**

*"Jobs are not flexible. Sometimes, you have to register today, and you have to work that day, and sometimes you have to make that decision, between work and school and it gets hard."*

*"I had to drop classes because I have to work and sometimes my school schedule doesn't fit with my work schedule."*

## II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

The following significant changes have been identified as having a major impact on North Orange Continuing Education. The changes include school branding, curricular modification, and new support services to address emerging students' needs.

### Rebranding

In 2016, the School of Continuing Education (SCE) engaged in research to re-brand its marketing and re-design its website. Upon further analysis of focus group and survey results conducted with students, partners, community



members, staff, and faculty, the name School of Continuing Education consistently presented itself as a barrier. While the respondents recognized the value of individual programs and services, they did not associate their instructional program with the overall school, often misnaming the organization by the specific campus location or off-site partner or even as part of the sister credit colleges. The School of Continuing Education embarked on additional research to determine whether a new name would better represent the institution's brand promise to its target audiences. Multiple surveys of both external and internal stakeholders were followed by focus groups. The findings were consistent. The name School of Continuing Education was confusing, too generic, and did not reflect the school's tie to the North Orange County Community College District.



In October 2016, the School of Continuing Education Name Analysis Workgroup consisting of students, faculty, classified staff, managers, District Service representatives, and community members concluded that many marketing benefits, including appeal to the student audience, will be evident if the name was changed to North Orange Continuing Education. By far, this option was considered more popular than any other alternatives and was the clear choice among students, former students, and parents of students who are the primary target audiences. North Orange Continuing Education (NOCE) was chosen as the new recommended name by the workgroup for several reasons:

- North Orange Continuing Education has a natural alignment with the District.
- North Orange Continuing Education claims a geographic location.
- North Orange Continuing Education has a descriptive quality through the term “continuing education,” which the survey showed is the clearest descriptive term.
- North Orange Continuing Education, and acronym NOCE, are considerably shorter than North Orange County Community College District's School of Continuing Education.
- North Orange Continuing Education has a similarity to the current name for easier transitional reference.
- When searching the Internet for “North Orange Continuing Education,” NOCCCD SCE is listed as the first choice.

On March 14, 2017, NOCCCD Board of Trustees unanimously approved for the School of Continuing Education to change its name to North Orange Continuing Education (NOCE) and to conduct a name/brand launch campaign which included new school colors and a new school logo.

### Curricular Changes

Curricular changes outlined in this section addressed the needs of the community served by NOCE, including local employers. They maximized students' potential for reaching learning outcomes and aimed to eliminate stop-out or exit points on the pathway of learning.

### English as a Second Language Program Acceleration

Over the last two years, 2016–2018, the ESL Program wanted to address the data trend that showed students stopping out or dropping out toward the end of their program due to the long length in time and commitment. Students expressed a desire, and sometimes a need, to complete their English-language program more expeditiously. In the past, ESL offered core classes for 2.5 hours a day for a total of 10 hours per week. It took ESL learners three trimesters, or 36 weeks, to complete one level. With six ESL levels to gain competency, this schedule would take a student several years to complete. Over the past year, the 2.5-hour core classes were revised to 3.5-hour classes. The increase in instructional hours per week shortens the length of time needed to complete each level; students can complete each core level in 18 weeks. This includes a 12-week fundamental class and a six-week Civics class. The class focuses on functions appropriate to the language level of students including general English skills and fluency development. The six-week Civics class then focuses on applying these skills, accessing resources, and being active participants in the community. With the new block schedule system, more students will complete and courses will run more efficiently. The schedule change allows students to qualify for CDCP Certifications of Completion more quickly.

### **New and Existing Career Technical Education Certificates**

Several curricular changes in the short-term vocational certificates were implemented with the goal of introducing industry-recognized certification and aligning NOCE offerings with the current labor market demands.

CTE revised the Administrative Assistance certificate program to align with the two (2) new pathways endorsed by The Academic Senate for the California Community Colleges. The Business Information Worker (BIW) pathways were developed as a statewide effort with employer input for the top skills needed by businesses that employ office professionals. Ultimately, there are three pathway stages which teach entry-level to advanced administrative skills and prepare students to obtain related industry certifications. NOCE has currently adopted the first two (2) levels through the Business Information Worker I and Administrative Professional certificates. All the new curriculum incorporates industry certification training and preparation for the following certifications: Microsoft Office Specialist (MOS) (Excel, Outlook, Word, Access, and PowerPoint); IC3 Digital Literacy, and Computerized Accounting with QuickBooks. Additionally, NOCE purchased a licensing agreement through Certipoint for the MOS, IC3 Digital Literacy, and QuickBooks practice exams and certifications. Students who complete the NOCE CTE classes and practice exams will be eligible to take the certification exams for free.

CTE revised the Electrical Trainee program. In order to qualify as an Electrical Trainee and to become certified as a C-10 electrical contractor, students must participate in the California Department of Industrial Relations (DIR) state approved program. Any school wishing to become approved must align with the state approved curriculum. Originally, schools were allowed to apply with only partial programs, however, in 2017 the California DIR changed its requirements to programs that include both lab and theory and adopted the full curriculum. NOCE used CAEP funding to develop a hands-on lab and revise curriculum to encompass the requirements for a new state Electrical Technology certificate. The new training was implemented in Winter 2019 and the certificate was approved in summer 2019. NOCE has not been able to apply for the state approval through the DIR due to a recent increase of the hour requirement. However, CTE is working with faculty and the Curriculum Committee to revise curriculum in order to meet these new standards by 2020/21. Until then, students are still able to get the existing certificate and obtain employment.

In addition to updating instructional content of such key short-term vocational certificates as Pharmacy Technician and Electrical Trainee, CTE faculty and management redesigned physical space of the abovementioned programs to meet industry standards and to offer job simulation environment. Specifically, the Pharmacy Technician Lab boasts commercial front-office and hospital back-office pharmaceutical sections. The Electrical Trainee Lab provides adaptable space for simulation of residential and commercial work environment.

### **New Series of Parenting Courses**

Trauma-informed parenting skills have emerged as a community need and a gap of service as North Orange County Consortium for Adult Education (NOCRC) completed the planning phase of its Three-Year Regional Adult Education Plan. Led by Erin Sherard, NOCE Parenting Program faculty, a workgroup representing several adult education consortium members spent a year assessing community needs and exploring various programs and curricula that would support parents and other adults that serve K-12 children with challenging pasts. The group decided on the Parenting with Love & Logic curriculum as it is research-based and focuses on developing and maintaining healthy relationships between children and their parents and/or caregivers. Love & Logic is a win-win approach, supporting the adults who serve children and, in the process, impacting the children's social and emotional health for learning and wellness.

In less than two years, the workgroup realized that the needs of the community go beyond basic parenting. In collaboration with NOCE, the Love & Logic Institute developed two new curriculum sets, Adults Supporting Youth with Special Needs and Adults Supporting Youth with Challenging Pasts: Trauma Informed Practices. Presently, Erin Sherard is developing several subsets of curricula that are grounded in trauma-informed practices including co-parenting, human trafficking, Adverse Childhood Experiences (ACEs), trauma in the K-12 LGBTQ+ community, grandparents raising grandkids, parenting with addiction in the family, parenting support for adults with mental health issues, and parenting with a teen focus.

Love & Logic classes are offered at NOCE centers and in the community. Classes are held in public and private schools, public libraries, community centers, social service organizations. Targeted audiences have expanded beyond traditional parenting and include all adults who care for and serve K-12 children. Love & Logic is proving to be a gateway for students to enter/re-enter various NOCE programs.

Under the sponsorship of the California Adult Education Program, NOCE hosted two annual *Building Trauma-Informed Communities* conferences. The conferences focused on the prevalence of trauma, how trauma relates to physical and mental health, and what adults can do, both as individuals and as a community, to help children heal and reach their fullest potential. The conferences were attended by more than 600 community members, many of whom subsequently enrolled in a Love & Logic class or requested Love & Logic delivery at their agencies. Attendees included school administrators and teachers, social workers, medical staff, court officials, social service providers, and higher education staff and parents.

### **Focus on Workforce Development**

The educational goal of obtaining or retaining a job is a priority for students enrolled in NOCE's Disability Support Services (DSS) Program. DSS Program faculty are currently revising all curriculum and developing several Career Development College Preparation (CDCP) certificates in

the instructional area of Workforce Preparation. The new curricular emphasis is intended to address the student need for job readiness skills. The new curriculum focuses both on soft-skill development and skills needed to gain entry level employment in fields such as retail, food services, technology and business. The new curriculum will help students build employment and academic skills which will make it easier for them to transition into inclusive CTE and academic programs throughout NOCCCD. The curriculum will ready students to transition to other DSS programs that support inclusive education and employments such as College to Career, Workability, Project Search, and the new Workforce Case Management/Ralphs Retail collaboration.

### **College Preparation Program**

Implementation of AB 705 necessitated finding accelerated ways for students enrolled in credit-bearing programs to attain transfer-level math and English skills. In collaboration with Cypress College math and English departments, NOCE Basic Skills Program faculty developed noncredit College Preparation Math and College Preparation English courses. The College Preparation Program provides students with an opportunity to develop their critical thinking and language skills to succeed in college-level credit courses. Noncredit College Prep math and English courses are intended for students who desire to build or strengthen their foundational level mathematical, reading and writing skills. The College Prep Program is accessible and affordable as it is open to students in all programs and online Open Educational Resources (OER) are utilized as the primary teaching tools in this program.

### Student Service Changes

NOCE makes a concerted effort to design equity-minded student services in the ways that support progression through and completion of educational pathways. Efforts to identify and address areas of disproportionate impact are reflected in the [NOCE Student Equity Plan 2019-2022](#).

Success metrics, such as access defined as new students who applied and enrolled, retention from term to term, completion of CDCP certificates, and transition to credit institutions are analyzed from the perspective of general student population and disaggregated on the basis of disproportionate impact. Specific activities are designed to close the achievement gap of the identified disproportionately impacted populations. For example, as indicated in the NOCE Student Equity Plan 2019-2022, term-to-term retention rate for general population is 66%. NOCE is planning to increase the retention rate for general student population by developing a formal onboarding process for new students. At the same time, the retention rate for Black or African American females is 57.2% and for Latinx Females 58.1%. An additional activity, such as Women of Color Seminar, was piloted in fall of 2019 to boost success metrics, including retention, for the identified disproportionately impacted populations.

### Innovative Services

NOCE is constantly re-evaluating the types and the format of student services keeping in mind its students' demographic characteristics and institutional priorities of job readiness and academic transition. The following three strategies for student services, which were recently implemented, illustrate innovative design and reliance on proven practices.

### **Career Resource Center**

The need to provide clear, consistent, and more intensive career services for all NOCE students lead to initiation of Career Service Framework – a comprehensive and coordinated structure for offering



accessible and consistent job readiness and job placement services, eliminating duplication of efforts among NOCE departments and meeting common metrics and performance measures mandated by California Adult Education Program, Workforce Innovation Opportunity Act, Strong Workforce Program, and other initiatives. Career Service Framework consists of three workgroups: Career Exploration, Career Readiness, and Employer Engagement. The objective of all three workgroups to prepare students for a sustainable career and to thrive in today's workplace is being addressed through the Career Resource Center (CRC) strategy.

Many of NOCE students were struggling with learning the necessary employability skills needed to gain and maintain employment such as communication, digital literacy, etc. Additionally, several students when surveyed after leaving Career Technical Education Program (CTE) indicated that they did not have jobs because they were unsure how to create a resume/online application or feel comfortable interviewing. While Student Services and the Learning Center offered 1-2 resume and interview workshops each term, many students were unable to attend and requested a more permanent location that they could access throughout the term.

Several departments were duplicating similar services. Disability Support Services (DSS), Student Services, CTE, the Learning Center and some English as a Second Language (ESL) instructors were offering career readiness support to their students, but these services were limited to the students enrolled in classes in specific departments. This led to confusion and inconsistency of access to all of the services for successful employment.

It became clear that NOCE needed a focused area dedicated to meeting all employment readiness needs of every NOCE student. CTE used their local Strong Workforce Program (SWP) and California Adult Education Program (CAEP) funds to establish a center that would better assist CTE students, but that ultimately was open to all NOCE students to ensure that every student has access to gaining employability skills and finding employment.

Additionally, CTE started a Career Readiness faculty group that included faculty from ESL, DSS, CTE, and Basic Skills. This group worked over a summer and winter breaks to help determine the types of workforce preparation to include at CRC and the best way to incorporate New World of Work 21<sup>st</sup> Century Skills into each of CTE certificate programs. The CRC will soon have an online job board. Students will have access to LinkedIn Learning, Portfolium (e-Portfolio system), VMock (resume writing software), and potentially job placement services through Network Kinexion (an employer network).

Since its inception, CRC achieved the following outcomes:

#### 2018/19 School Year

- Total CRC Visits - 1,014 student visits
- Total Workshop Attendance - 672 students
- Total Workshops Offered - 72
- Resumes Completed - 207
- Job Applications Completed - 82
- Self-Reported Jobs Attained - 11
- Student Visits include individuals from the following program areas: CTE, DSS, ESL, High School program, Basic Skills, Cypress College, and Fullerton College

### 2019/20 School Year (June 2019–December 2019)

- Total Fall Visits - 332 student visits
- Total Workshop Attendance - 454 students
- Total Workshops Offered - 48 students
- Job/Volunteer Placement Assistance - 22 students
- Student Visits include individuals from the following program areas: CTE, DSS, ESL, High School program, Basic Skills, Cypress College, and Fullerton College

### **Foreign Transcript Evaluation Service for Transferring Foreign High School Credits**

NOCE continues to utilize the services of the American Education Research Corporation (AERC) for foreign transcript evaluation for students enrolled in High School Diploma Program (HSDP). High school credits earned as a result of foreign transcript evaluations from 2018/19 ranged from 35 credits to 110 credits. On average, among the 36 evaluations, students received 90 credits toward their high school graduation requirement. HSDP encourages students to attend the high school lab 6-10 hours a week and earn a minimum of 5 credits for every 72 hours of attendance. Students whose foreign transcript were evaluated saved anywhere from 504 hours to 1,584 hours of attendance of coursework (if they were earning the minimum 5 credits every 72 hours). If a student attended the recommended 6-10 hours a week, on average (90 credits), students saved 54 to 36 months of high school coursework time.

### **Dream Your Future Conference**

Dream Your Future Conference is sponsored by the Student Equity Committee and is designed for noncredit students seeking to transition to credit-bearing programs. The event features NOCE students who completed a successful transition to college in prior years sharing their positive experiences and lessons learned. Additionally, professors from Cypress College and Fullerton College introduce their programs, talk about the college enrollment requirements, and invite NOCE students to visit college campuses. Fifty students attended the Dream Your Future event in May 2019. Of those who attended, nearly half applied to a credit college within the district.

### **Student Equitable Access to Transportation to Transition (SEAT)**

Student Equitable Access to Transportation (SEAT) is another event initiated by the Student Equity Committee. It provides free bus rides for NOCE students participating in college campus tours scheduled throughout the year. These events are offered at all three main NOCE centers as well as Gilbert and El Camino offsite high school labs. Transportation under the SEAT program was available for ten college transition events in 2018/19. A total of 98 students used SEAT transportation to attend these events.

### **Statewide Online Application Tool CCCApply**

NOCE recently launched the new noncredit application through CCC Apply. This statewide student application is being piloted with two NOCE programs: new CTE students and DSS transitional students. The benefit of this tool will be one single application which will help to streamline the student onboarding experience. In addition, this application will provide students with a systemwide ID which will stay with them as they move to a credit college. NOCE will monitor the application process, collect data, and assess the pilot to determine how to include additional populations in the use of CCC Apply.

### **Student Food Pantry**

NOCE responded to the [food insecurity needs](#) of its students, as indicated in the #Real College Survey, by partnering with Pathways of Hope, a non-profit organization assisting with housing and hunger support, and opening the Anaheim Campus Food Pantry on September 24, 2019. The food pantry is open to currently enrolled students on Tuesdays and Wednesdays from 11 a.m.-2 p.m. and 4 p.m.-6:30 p.m. North Orange County Community College District and Pathways of Hope launched this partnership on July 1, 2019 to scale up existing food banks at Cypress College and Fullerton College and establish a new food bank at the NOCE Anaheim Campus. Pathways of Hope staff are assisted by volunteers to operate the food and resource hubs where students may receive food and hygiene products, as well as access housing referral services and information on various community resources. Since its opening, the Anaheim Campus Food Pantry has served a minimum of 766 students (unduplicated) with more than 2,139 visits to the pantry (data through March 4, 2020).



### **Anaheim Pledge/North Orange Promise**

Implemented in the Fall 2018 term, the Anaheim Pledge Program is a NOCCCD collaborative effort designed to transform the lives of students by providing them with the opportunities and the support system necessary to complete their educational and career goals. The Anaheim Pledge Program was conceived over four years and was developed out of the Anaheim Collaborative. This dynamic partnership links many entities to create unique opportunities for success. Partners include Anaheim Union High School District (AUHSD), Cypress College, Fullerton College, North Orange Continuing Education (NOCE), California State University Fullerton, University of California Irvine, Orange County United Way, and the City of Anaheim. The District-wide effort guaranteed all eligible AUHSD seniors one year of free tuition while attending their freshman year at NOCE, Fullerton College, or Cypress College.

The initial cohort of NOCE Anaheim Pledge Program students consisted of 76 Pledge students from the Career Technical Education (CTE) and the High School Diploma Programs. In the Fall 2019 term, the program grew with the addition of 67 Pledge students. The NOCE Anaheim Pledge Program students have access to free-tuition courses, access to free textbooks through a book loan program, and eligibility to participate in special Anaheim Pledge events. The NOCE Anaheim Pledge Program has seen 15 graduates, seven who have transitioned to credit courses at Cypress College or Fullerton College.

Since its inception, the District's colleges Anaheim Pledge Program expanded to become the North Orange Promise Program and offers two consecutive years of tuition-free education to all eligible first-time college students attending Cypress College and Fullerton College. NOCE counselors and transition-focused program practitioners have informed NOCE students of this transition opportunity through informational workshops, presentations, and individual advising.

### **[Transition to Semester-Based Calendar](#)**

During the 2018 Summer Term, the Office of Institutional Research and Planning (OIRP) collaborated with North Orange Continuing Education's (NOCE) Academic Senate to inquire about

students' preference on changing NOCE's current academic calendar from trimesters to semesters. NOCE is the only one of the three institutions in North Orange County Community College District (NOCCCD) that currently operates on a trimester academic calendar. As discussions about the possibility of changing to a semester calendar surfaced, both the Academic Senate and NOCE leadership agreed it was important to include students' opinions in this decision.

OIRP gathered data on students' perspectives on this possible change using two methods: surveys (online and paper) and focus groups. The expected outcome of gathering this data was to provide student feedback to both NOCE leadership and the Academic Senate on which academic calendar students would prefer and why.

A total of 1,149 students provided feedback via the survey, and 66 NOCE students participated in five focus groups that were conducted at the three main campuses: Anaheim Campus, Cypress Center, and Wilshire Center. The student survey was administered between July and December 2018. The focus groups were all conducted in the month of November 2018. Key findings from the student survey and focus groups were as follows:

- Most students prefer a trimester calendar because they believe it allows them to complete classes faster, take more classes, and commit more easily.
- ESL students primarily preferred a semester calendar because they felt the 18 weeks would allow them more time to master class content.
- NOCE students who are parents expressed a preference toward semesters that better align with their children's school calendars.
- A question on common reasons for dropping out of class was included in both the student survey and focus groups. The most common reason for dropping for focus group participants was due to exceeding the number of absences in a course per the attendance policy, whereas work and course schedule conflict was the main reason for dropping classes for survey participants.
- Extending lab hours and providing more tutors in the labs were resources desired by NOCE students.

The Academic Senate spent over a year discussing several options for the NOCE academic calendar. The final two options were an 18-week semester or a 12-week trimester aligned with NOCE's sister colleges. After receiving the results of the student survey, the Senate felt that the student's desires would be better met with an 18-week semester. Semesters would allow ESL students more time to master the content and having the ability to offer courses at differing time lengths within the 18 weeks would allow students to complete their classes faster, take more classes, and commit more easily. In March of 2019, the Senate passed the move to an 18-week semester calendar and in June approved the calendars for 2019/20, 2020/21, and 2021/22.

### Campus Climate Surveys

In fall 2017, OIRP conducted NOCE's first campus climate survey. The purpose of the survey was to gather a variety of data related to institutional climate, inclusion, safety, and campus issues among NOCE students and employees to gain a deeper understanding about the learning and working environments within the institution.

The development of the survey instrument was a collaborative effort between OIRP, NOCE instructors, and members of the NOCE Institutional Effectiveness Committee (IEC). The survey instrument was vetted through the appropriate governing bodies prior to implementation. The IEC is comprised of NOCE student representatives and employees from a variety of positions, including faculty, management, and classified.

The final [NOCE campus climate survey](#) for students contained 74 questions, including an open-ended question for students to provide any additional information. A shortened version of the survey containing 16 of the 74 questions was administered to students with disabilities in the classrooms. After receiving feedback from students and instructors, OIRP decided it would be best to provide students with disabilities a shorter version of the survey and offer students to complete the survey in the classrooms. The employee survey contained a total of 84 questions, including an open-ended question for commentary.

The statements in the surveys fell within themes that addressed a variety of aspects of the experiences of NOCE students and employees on campus. The themes listed below were included in either or both surveys, as indicated.

| Student  | Employee   |
|--|--|
| <ul style="list-style-type: none"> <li>• Campus Safety</li> <li>• Contact with NOCE staff members</li> <li>• Demographics</li> <li>• External Factors</li> <li>• Media Preferences</li> <li>• NOCE Physical Environment</li> <li>• Quality of Education</li> <li>• Student Equity</li> <li>• Student Support Services</li> </ul> | <ul style="list-style-type: none"> <li>• Campus Safety</li> <li>• Campus &amp; Supervisor Relationships</li> <li>• Communications</li> <li>• Decision Making/Governance</li> <li>• Demographics</li> <li>• Job Satisfaction</li> <li>• NOCE Physical Environment</li> <li>• NOCE's Priorities</li> </ul> |

The following infographics show the student and employee respondent profiles and summarize the survey findings.

*Continued on next page.*

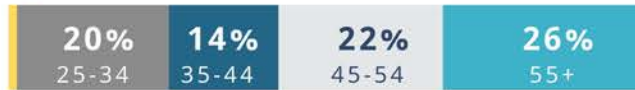
**NOCE**  
NORTH ORANGE  
CONTINUING EDUCATION

# NOCE Employee Campus Climate Respondent Profile

Office of Institutional Research and Planning

Survey conducted in October 2017

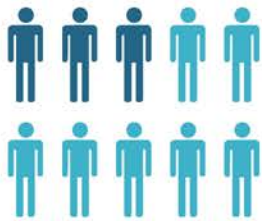
### Age



**180** NOCE Employees completed the online campus climate survey.

**34%** response rate

3 out of 10 employees indicated they have been employed at NOCE for 1-5 years.



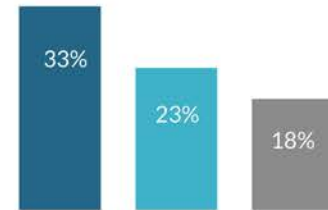
**73%**

have a Bachelor's degree or higher

**65%**  
Female

**22%**  
Male

### Top three ethnic groups represented in the survey



■ White ■ Hispanic or Latino ■ Prefer not to say

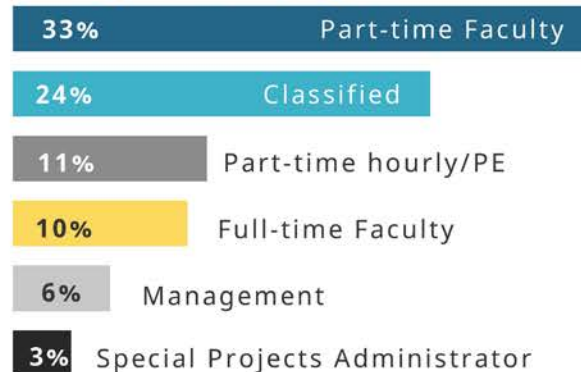
### Areas of work



### Campus



### Type of Employee



# Employee Campus Climate Results



Overall, NOCE employees had **positive feedback** about the existing climate at NOCE!

## Campus and Supervisor Relationships

**93% AGREE**

I enjoy working at NOCE



1 in 7  
Felt their supervisor did not have an interest in their professional development



18%  
Faculty



12%  
Classified

Felt it was difficult to talk to their supervisor

## Institutional Climate & Diversity



**76% AGREE**

NOCE encourages employees to share their ideas openly

## Job Satisfaction



1 in 4  
indicated they are not satisfied with prospects of career advancement.

"Need more opportunities for seasoned, well trained, and successful part-time instructors to become full-time instructors..."

## NOCE Priorities

Top 3 rated by staff

- 1 Meeting the academic and/or career needs of students
- 2 Prepare students to pursue their education/career goals after NOCE
- 3 Recruit students from underrepresented groups

## Physical Environment



39%  
felt there needed to be better wi-fi reception

## Communications



48%  
felt there needed to be better communication between departments

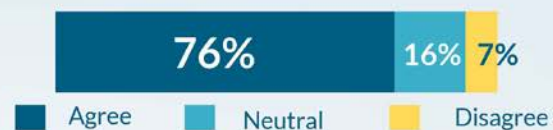
## Decision Making/Governance



61%  
are satisfied with the amount of employee feedback used for NOCE decision making.

## Campus Safety

NOCE does a good job at informing employees about safety issues




# NOCE Campus Climate Student Survey Characteristics

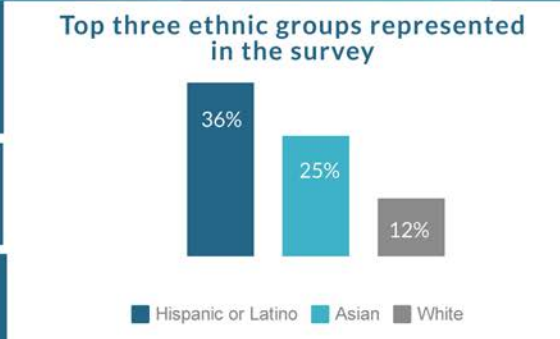
Office of Institutional Research and Planning

Survey conducted in October 2017


**647** NOCE students completed the Campus Climate Survey in October 2017.

**63%** Female **29%** Male  
 This proportion is reflective of the overall NOCE student body.

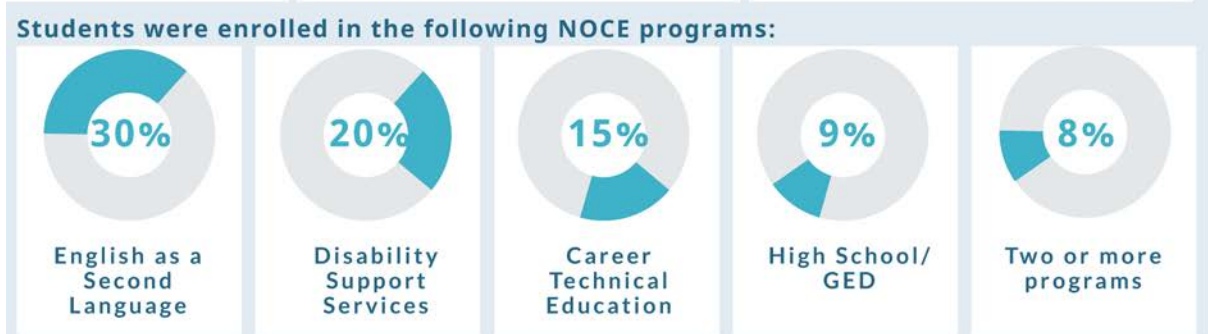
 A quarter of the participants indicated their last year's family income fell below poverty line (less than \$20K).



4 out of 10 students indicated they have been attending NOCE for less than one year.



|   |   |  |
|---|---|--|
| <p><b>First Generation Student</b></p> <p><b>28%</b><br/>indicated they are the first person in their family to go to a post-secondary school</p> | <p><b>Employment Status</b></p> <p><b>42%</b> not working</p> <p><b>23%</b> working 30 or more hours a week</p> | <p><b>Education</b></p> <p><b>34%</b> did not finish High School</p> <p><b>31%</b> Holds an Associate Degree or higher</p> |
|---|---|--|



**Campus**  
 Students were asked what campus they primarily attended.

|  |   |   |
|--|---|---|
|  <p><b>40%</b><br/>Anaheim Center</p> |  <p><b>25%</b><br/>Wilshire Center</p> |  <p><b>19%</b><br/>Cypress Center</p> |
|--|---|---|

**More than 2/3** of the students indicated they are U.S. citizens or permanent residents.

**Less than 1/3** of the students surveyed indicated English is their primary language.



# Student Campus Climate Results



Students shared experiencing an **overall positive climate** while attending NOCE!

## Contact with NOCE staff

**92%**  
**AGREE**

NOCE staff members encourage me to learn

## Student Support Services

**79%**  
**AGREE**

Know where to get help at NOCE for my education/career needs

## Quality of Education

**85%**

Felt NOCE courses are preparing them to reach their education/career goals



indicated feeling that NOCE staff members **do not have an interest** in their academic development.



## Institutional Climate



**80% AGREE**  
NOCE is committed to promoting diversity.

**51%** of students felt **excluded** from the decision making at NOCE.



## External Factors

Students missed class due to:

**65%** Personal/Family Responsibilities

**41%** Issues with Transportation

**31%** Job Responsibilities

## Student Voices

"Maybe a little more info for new students. Didn't know about access card required for keyboarding class or USB drive required for other computer classes. These could be included in a brochure."

"I'm glad to be here and be part of this community. Thank you for all the support you provide!"

"I am grateful for NOCE and the opportunity to get myself in a program that would help stable my life and set me on a parth for a lifelong career..."

"We need more support from the school about programs, advice, information about our education after ESL classes, college education, FAFSA, major, schedule, paperwork, and registration."

## Physical Environment



Had a **negative** feeling about the availability of parking on campuses.

## Campus Safety

**1 in 5**



NOCE students indicated not knowing where Campus Safety was located on campus.

### Institutional Culture

NOCE leadership is committed to developing an inclusive and welcoming environment for students and employees. To address concerns about institutional culture, communication, and respect expressed by the Academic Senate members, two school-wide projects were initiated in fall 2019, Institutional Culture Workgroup and Kindness Campaign.

The joint Institutional Culture Workgroup was formed at the recommendation of the Academic Senate with the goal of communicating NOCE's institutional culture and values. The workgroup includes a representative group, including full-time and adjunct faculty, classified, and management. The group has been meeting monthly between October and March 2019/20. The anticipated outcomes of the workgroup include: identifying ways for promoting NOCE cultural norms, building mutual trust, and guiding interactions with one another; identifying ways of communicating NOCE's institutional culture and values to employees, students, and community; developing recommendations for supporting NOCE employees with relevant professional development on teamwork and communication strategies.

In November 2019, the Institutional Culture Workgroup selected EQ Schools consultants for a multi-month, in-depth engagement to strengthen communication, sharpen leadership skills, and enhance institutional culture. The project invites faculty, classified, and managers to work toward a plan of action that fosters emotional safety as well as a collaborative culture of kindness and respect. The project includes assessment, one-on-one meetings, monthly workshops, coaching sessions, and a final report with a recommended plan of action. Expected outcomes include co-creating the NOCE way, establishing a collaborative and inclusive environment across the organization, and applying effective strategies for engaging in difficult conversations while improving overall communication.



### Kindness Campaign

The Accreditation Chairs, Tina McClurkin and Julie Schoepf have gotten an early start with launching *NOCE's Journey to Accreditation*. They have completed the draft of the evidence room in Canvas and a new storehouse for all school-wide and department procedures. An update to the accreditation self-study preparation was given at various meetings, including Management Team, President's Cabinet, and the Administrative Professionals Team.

As the accreditation co-chairs were considering a theme for accreditation marketing and teamwork focus, Disability Support Services department shared about the Kindness Campaign at Fullerton College and about their upcoming DSS Kindness Week activity. This brought inspiration to incorporate and launch the *Accreditation Kindness Campaign*.

As the first activity of the Kindness Campaign, NOCE staff participated in the DSS “Be the ‘I’ in Kind!” event on November 13, 2019 to commemorate the *World Kindness Day*. NOCE students and staff were encouraged to take a photo of posing as “I” in KIND and sign cards for veterans. DSS collaborated with the colleges Veteran Centers who provided the cards to veterans.



The *Accreditation Kindness Campaign* was **officially launched** on December 5, 2019 when all NOCE staff were invited to pledge to be a Kindness Ambassador. Sixty-five staff have pledged the following:



1. Bring your **SMILE** to work.
2. **PAUSE** to say, “Good Morning!”
3. Embrace kindness through **COLLABORATIVE** conversations.

In order to make the PLEDGE obtainable, three stations were incorporated, which only took minutes to complete the activity.

**Station #1:** Read the PLEDGE out loud and then sign your name, as an act to join the other Kindness Ambassadors in the journey. **Station #2:** Perform a random act of kindness by submitting a staff member’s name (anyone across the entire district) who would receive a “You’re Awesome!” card anonymously in the mail. This was

an act of goodwill to spread kindness to others as a Kindness Ambassador. We have distributed 246 cards across the district. **Station #3:** Receive a kindness friend as a reminder of an effort to join other staff as a Kindness Ambassador.



The next steps included creating an email listserve in order to communicate with all Kindness Ambassadors. They will receive a simple monthly activity to engage in an act of kindness. A launch party is being planned in March, 2020 where all Kindness Ambassadors will be brought together. At that time, they will be notified of the name of their kindness friend and be given their first activity. A mentorship chain amongst the Kindness Ambassadors will be created to encourage one another during the month. Kindness Ambassadors will be encouraged to catch others doing random acts of kindness and to submit photos for the accreditation evidence room. They will also be asked to provide input on the random act of kindness as all NOCE team members embark on this journey together.

### Outreach and Marketing

NOCE ventured into new ways of marketing its programs and services to prospective students. Long-gone are the days of solely using printed materials, such as class schedule and flyers, to inform community of the school's offerings. With significant demographic shifts within the NOCE's service area and with the rise of digital communication, NOCE found itself in a highly competitive marketing environment. As part of the Strong Workforce Initiative, the Campus Communications department promoted a survey focused on student media and communication preferences in the 2018 Spring Term to all NOCE students. Following are the key results:

- Students love social media! Students spend 1-6 hours per day on social media! Their favorite platforms are YouTube (81%), Facebook (71%) and Instagram (56%). Platforms that NOCE might consider Google+, Pinterest, and Snapchat.
- Students would like to do more on the website including seeing a virtual tour, taking online classes, downloading library materials, buying textbooks, and obtaining a free school e-mail.
- Students prefer to communicate with their teachers, advisers and other students face-to-face or via e-mail.
- Nearly all NOCE students have a "smart" cell phone.
- Students prefer to be sent school communication via personal or school e-mail. When receiving college-related e-mail, students typically "Read/Save" (70%) or "Read/Delete" (50%). 30% of student respondents have between 2-3 e-mail accounts; 5% of respondents did not have an e-mail.
- Students are open to school-related text messages primarily for emergency and school closures, information about important dates, and information from teachers.
- Overall, students like NOCE and would recommend their school to family and friends. More than 80% of respondents felt encouraged to complete their goals and felt they are receiving the support they need to achieve their goals. Encouraging teachers and advisers are highly influential to students completing their goals.

As part of the adult education consortium efforts, NOCE attempted a digital marketing campaign led by the Interact Marketing consultants. The development of the marketing plan entailed a combination of web services, a style guide, marketing materials such as brochures, radio ads, creative briefs, videos, and ad sets. The campaign also includes a regional newsletter showcasing student success and regional collaborative efforts. The content and pre-planning session for marketing materials and services emerged from a regional marketing retreat. All consortium members attended and provided input based on student and community needs. The overall goal of the marketing campaign is to expose adult education programs and services to the region.

In addition to new ways to reach new students, NOCE conducted in-reach activities to existing students who may be unfamiliar with the full spectrum of programming offered by the school. Thus, the fall open-house event Harvesting Opportunities shifted its format from being a community family event to a fair of instructional offerings, community resources, and support services for continuing NOCE students. On October 23, 2019, NOCE welcomed approximately 400 hundred students at the Fall Open House held at the Anaheim Campus. Students and community members visited information tables to learn more about NOCE programs, services, and community resources and attended more than a dozen workshops on program overviews, career exploration, and access to college. Many community members participated in campus tours, obtained a student ID, completed an orientation and/or took an assessment to place in the ESL or High School Diploma programs.

### Pandemic Emergency

North Orange Continuing Education reacted quickly to the outbreak of the COVID-19/Coronavirus and took steps to reduce the spread or any potential exposure. In preparation for various levels of pandemic response, NOCE implemented the following:

- Regular student, community and employee updates on the status of the pandemic, emergency planning activities, and response steps, including class cancellation, campus closure, and event cancellation.
- NOCE cancelled in-person classes starting March 16, 2020.
- To allow time for preparation, NOCE scheduled to start the 2020 Spring Term classes the week of April 13, 2020, one week later than originally planned, utilizing remote (online) methods, as feasible.
- Utilizing the existing contract with the EQ Schools consultants, provided online self-care resources, including daily webinars, reminders, and reading resources.
- Created SharePoint site for all staff. The Kindness Campground housed staff photos, resources, mindfulness articles, and positive daily thoughts.
- Activated the following pandemic emergency response teams:
  - Pandemic Emergency Response Tier One and Tier Two teams: Chaired by the President consisting of President's Staff, program directors, Academic Senate President, one confidential employee, and one classified employee. The goal is to coordinate campus response efforts and ensure consistency of decision making and communication.
  - Instructional Taskforce: Chaired by the Vice President of Instruction and consisting of all full-time faculty and program directors. The goal of this team is to discuss and develop logistics and training for delivering instruction in a remote (online) capacity.
  - Enrollment Taskforce: Chaired by the Vice President of Student Services and consisting of administrators, counseling faculty, and Admissions and Records personnel. The goal of this team was to develop an online registration system.



### **III: Engagement of Stakeholders in Ongoing School Improvement**

**Describe the process for developing, implementing, and monitoring the school-wide action plan and preparing the progress report.**

- **How were stakeholders involved in developing the school-wide action plan?**
- **How were stakeholders involved in implementing and monitoring the school-wide action plan?**
- **How were stakeholders involved in the preparation of the progress report?**

After the WASC self-study in 2017, NOCE developed its six-year Action Plan. An integrated planning model was used. It incorporated other institutional plans, such as Student Equity Plan, Adult Education Compressive Regional Plan, and Guided Pathways Plan. NOCE's Action Plan is intended to be a practical hands-on tool for internal constituents and all stakeholders, including community partners. This was NOCE's first attempt to integrate all categorical plans into one plan

and to use it as the schools' strategic plan. This resulted in an ambitious Strategic Plan, with 59 Steps arranged under the following three Goals:

- I. Develop a school-wide cycle of program review which includes data collection, analysis, discussion, and use to support SLOs, curriculum, instruction, and program improvement. (14 Steps)
- II. Repackage existing learning options in the form of educational pathways and create new educational pathways to increase the likelihood of completion and transition to credit programs and beyond. (22 Steps)
- III. Align student services from various funding streams to improve student performance as measured by common indicators. (23 Steps)

While this approach ensured alignment of several key planning initiatives and their outcomes, the final version of the Action Plan appeared to be lengthy and somewhat duplicative. As a result, in 2017, the school's leadership team decided to engage in the revision of the NOCE Action Plan with the goal of consociating duplicative action steps and better aligning the Action Plan with the North Orange County Community College District's Strategic Directions and state initiatives shaping policies for adult education, such as California Adult Education Program, Strong Workforce Program, and Guided Pathways. The work to revise the original NOCE Action Plan began with an all-school Strategic Planning Retreat held on June 22, 2018 and attended by 71 participants. The participants received guidance and provided feedback on the following aspects of strategic planning:

- Nature and purposes of strategic planning
- Implications of the existing Mission, Vision, and Core Values in light of a visioning activity
- Implications of institutional effectiveness evidence provided by NOCE
- Priorities of the existing Strategic Plan steps

Participants were encouraged to adopt an institutional perspective, with their contributions informed, but not dictated by their individual functions, departments, or constituencies. Additionally, participants reviewed an executive summary of the Institutional Effectiveness Report. A "Parking Lot" form was used to record issues or questions that were not directly relevant to the task at hand and with the intention of referring each issue or question to the applicable entity for action. Two sets of results came out of the Retreat:

1. The planning implications, or themes, for strategic planning, which were discussed and prioritized by small groups.
2. Participants individual priority ratings of existing Strategic Plan steps.

Five themes were common across all groups: Research/Data, Pathways/Transitions, Student Services, Success, and Student Needs. The following eight themes were below the top tier, but above the mean in frequency: Onboarding, Professional Development, Curriculum, Equity, Access, Enrollment Management, Outreach, and Marketing. Participants individually rated each action step in the existing Strategic Plan as high, medium, or low. The results were tabulated and ranked on a weighted total score. Steps ranked as the highest and medium priority were recommended for retention, while those steps that fell below the mean weighted total, were recommended for deletion or consolidation with the retained steps.

The Retreat participants agreed that the organization of the NOCE's Action Plan was flat in that a large number of action steps were placed directly under a small number of goals, with no intermediate levels, such as objectives making contribution of action steps to achievement of goals unclear. It was decided that a hierarchical organization would help address these issues. The Strategic Planning Retreat resulted in the following recommendations:



- Reorganize the updated Strategic Plan by inserting an Objectives level between Goals and Steps and settling on a suitable scope for each level.
- Convert the existing action steps recommended for retention into objectives or leave them as action steps as appropriate.
- Establish specifications and a template for a simple annual report of progress made on each Strategic Plan Objective during the year and request that report from the person or group responsible for follow-up on each objective.

At the direction of President's Cabinet, a representative Strategic Planning Workgroup was formed with the goal of developing a revised NOCE Strategic Plan (Revised WASC Action Plan) following the recommendations of the Strategic Planning Retreat participants. The workgroup consisted of two full-time faculty, one adjunct faculty, two classified professionals, one confidential professional, and five managers. The team included the Director for CAEP to ensure alignment of the NOCE Strategic Plan with the comprehensive [three-year plan](#) for North Orange County Consortium for Adult Education (NOCRC). The objectives of the workgroup included the following:

- Ensure that the updated Strategic Plan includes significant coverage of the top 13 themes among the Retreat Implications: Research/Data, Pathways/Transitions, Student Services, Success, Student Needs, Onboarding, Professional Development, Curriculum, Equity, Access, Enrollment Management, Outreach, and Marketing.
- Retain the content of the Action Steps in the updated Strategic Plan with the highest weighted scores all but five of which had related implications items from the Retreat.
- Consider removing from the updated Strategic Plan, or if appropriate consolidating with other entries, those Action Steps that rated low and have no related implications items from the Retreat.
- Evaluate the current set of goals and revise them as needed.
- When appropriate, elevate existing action steps to the level of Strategic Plan Objectives and develop new objectives for each Goal.

The work of the Strategic Planning Workgroup commenced in October 2018 and concluded in May 2019 resulting in the production of the revised NOCE Strategic Plan. First, the workgroup members reviewed the existing Strategic Goals and decided to eliminate Goal III: Align student services from various funding streams to improve student performance as measured by common indicators. It was determined that the content of Goal III was more appropriate for a Strategic Objective, which could be placed under another Strategic Goal. The remaining Goal I and Goal II were revised to be in line with an overarching and aspirational nature of an institutional strategic goal. In order to address Retreat Implications and achieve a close alignment with NOCCCD Strategic Directions, two

additional goals related to institutional capacity and equity were developed, thus bringing a total number of the NOCE Strategic Goals to four. An addition of a Focus Area corresponding to each Strategic Goal was recommended to streamline the organizational structure of the Strategic Plan:

Focus Area - Institutional Effectiveness

Goal I: Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.

Focus Area - Guided Pathways

Goal II: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.

Focus Area - Capacity

Goal III: Using relevant data develop evidence-based strategies to align NOCE’s institutional capacity with the needs of the community within the District’s service area.

|  | Institutional Effectiveness   | Guided Pathways   | Capacity   | Equity   |
|--|---|---|--|--|
| Goals                                  | I. Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.  | II. Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.  | III. Using relevant data develop evidence-based strategies to align NOCE’s institutional capacity with the needs of the community within the District’s service area.  | IV. Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.  |
| Key Objectives                         | <ol style="list-style-type: none"> <li>Develop a school-wide cycle of program review which includes data collection, analysis, and discussion and use it to support Student Learning Outcomes (SLOs), curriculum, instruction, and program improvement.</li> <li>Utilize technology as a tool to measure Institutional Effectiveness.</li> <li>Offer professional development activities to promote Institutional Effectiveness.</li> </ol> | <ol style="list-style-type: none"> <li>Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other education options.</li> <li>Develop effective ways to communicate academic and career pathways to students.</li> <li>Provide intensive support to help underprepared students succeed in college-level courses.</li> <li>Facilitate and accelerate onboarding process of orientation, assessment, and placement.</li> <li>Implement support services that increase student retention and transition.</li> <li>Incorporate college and workforce readiness skills into curriculum.</li> <li>Increase targeted professional development for all NOCE constituents.</li> </ol> | <ol style="list-style-type: none"> <li>Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships.</li> <li>Expand new and emerging student services at NOCE Center, NOCRC, and community partners.</li> <li>Develop a plan for facility improvement to best serve students.</li> <li>Enhance facilities for increased safety measures.</li> <li>Review technology for maximized effectiveness, efficiency, and school-wide use.</li> </ol> | <ol style="list-style-type: none"> <li>Identify essential student service gaps within the District service area and develop plans to meet those community needs.</li> <li>Implement effective strategies to engage community members whose primary language is not English.</li> <li>Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning.</li> <li>Develop an equity-minded culture in all areas of NOCE.</li> </ol> |
| Institutional Effectiveness Indicators |   | <ul style="list-style-type: none"> <li>Student Services</li> <li>Course Retention</li> <li>Course Success</li> <li>CTE Milestones</li> <li>Term to Term Retention</li> <li>Gains</li> <li>Completions</li> <li>Transitions</li> <li>Median Earnings/Change</li> <li>Attainment of Living Wage</li> </ul>  | <ul style="list-style-type: none"> <li>Students Served (HC/ Enrollment)</li> </ul>   | <ul style="list-style-type: none"> <li>Disaggregation of enrollment, progress and outcome data by demographics</li> </ul>  |



## Focus Area - Equity

Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.

Two workgroup members were assigned to each of the four Strategic Goals. They were tasked with developing strategic objectives and clustering existing action steps under each objective. The Strategic Planning Workgroup updated Provost's Cabinet on the progress of its work throughout the year. In May 2019, the final draft of the revised NOCE Strategic Plan was presented to the Provost's Cabinet and subsequently approved on June 18, 2019. The chart below shows the new NOCE Strategic Plan at a glance and demonstrates the correlation of the state adult education performance measures with the key performance indicators for implementation of the NOCE Strategic Plan.

In addition to engaging its internal stakeholders, NOCE is actively seeking input from external stakeholders, including students, consumers, and numerous community partners. As the fiscal agent and the grant administrator for California Adult Education Program, NOCE administers the governing structure of North Orange Consortium for Adult Education. The consortium's structure consists of representative workgroups assigned for each CAEP program area, basic skills, ESL/citizenship, CTE, adults with disabilities and adults helping K-12 children succeed. Workgroups are comprised of representatives from the consortium K-12 district members and Orange County Department of Education. Workgroups typically meet monthly to discuss adult learning needs, design future and evaluate effectiveness of the CAEP strategies, and review pertinent budgets. The work done by NOCRC workgroups informs programming at NOCE as the largest regional adult education provider.

To increase alignment across various systems that enhance workforce and economic development, support industry initiatives, and meet the needs and demands of the Orange County businesses, the CTE Director is involved in several Orange County Leadership and/or Partner groups. Participation in these regional councils and/or workgroups allows NOCE the opportunity to engage both external and internal stakeholders to understand the best ways of building a skilled workforce. These partnerships include: the Orange County Regional Collaborative Workgroup; the Anaheim Chamber of Commerce and City of Anaheim, Anaheim/OC Job Fair Workgroup; the Orange County BioTech Advisory Board; the Strong Workforce Orange County Work-Based Learning and Job Placement Workgroup; CTEOC Leadership Committee; the Orange County Business Council partnership; WIOA Orange County One-Stop Partners Meeting; the Anaheim One-Stop Partners Meeting, and the OC Leadership Council.

All information obtained from these groups and partnerships is shared with NOCE faculty and staff to inform the development of new curriculum/programs; revisions to existing curriculum/programs and new partnership opportunities.

To ensure currency of the industry standards and to meet the needs of local employers, CTE Program assigned an advisory committee to some of the short-term vocational certificates, such as Pharmacy Technician and Funeral Assistant. The advisory committees include local businesses and credit college representatives who inform NOCE faculty on the latest industry trends, required technical skills, and job prospects. Los Angeles/Orange County Regional Consortium consisting of CTE representatives from all community colleges of the two counties is another venue for the information on the local labor demands and instructional offerings of the surrounding institutions.

NOCE DSS receives frequent feedback regarding program improvement from community partners. There are many vehicles to obtain the feedback. Three examples include the annual DSS Community Advisory Committee Meeting, the monthly Postsecondary Education Transition Consortium (PSETC), and the North Orange County Regional Consortium (NOCRC) for Adult Education DSS Workgroup meetings. Organizations who routinely attend these meetings include the Department of Rehabilitation, Regional Center of Orange County, the State Council on Developmental Disabilities, Cypress College, Fullerton College, Anaheim Union High School District, Fullerton Joint Union High School District, and Garden Grove Unified School District. Other organizations that periodically attend these meetings include the Orange County Transportation Authority, Orange County Department of Education, Placentia Yorba Linda Unified School District, and service providers, such as My Day Counts, Goodwill, and the Rehabilitation Institute of Orange County. Students and parents attend periodically.

Following the recommendation of the WASC visiting team, NOCE established a system for receiving student feedback on the key institutional policies and decisions on planning, resource allocation, position management, community relations, and student services.



The NOCE Student Leadership Program is designed to develop student leadership skills, promote greater student engagement, and empower students to have an active role in the decision-making and planning process of our institution. Student leaders are assigned to various committees and work groups, including: President's Cabinet, Budget Committee, Institutional Effectiveness Committee, Student Equity and Achievement Program Workgroup, Community Relations Team/Marketing, and Districtwide advisory groups. Each student leader is coached and guided by a mentor from the NOCE administrative team and participates in NOCE and District-sponsored conferences, events and meetings throughout the year.

The Strategic Plan, which also serves as the school-wide action plan, is the focal document providing direction to the NOCE departments, committees, and initiatives. Once in three years, NOCE engages its stakeholders in development and revision of the Strategic Plan following with the annual monitoring and implementation cycle. Every action step of the Strategic Plan is assigned to a champion, a person or a committee responsible for its completion. In several cases, existing NOCE committees or workgroups, which are aligned with entire sections of the plan, take ownership for monitoring and implementing said section. The following are examples.

The institutional effectiveness committee (IEC) leads conversations around how NOCE can measure the progress towards achieving action steps identified in the strategic plan. This includes discussing metric definitions, internal processes, and how to best effectively gather feedback from a variety of NOCE stakeholders in the process as it related to overall institutional effectiveness. IEC membership

consists of NOCE management, classified staff, student leaders and faculty, which provides a diverse set of voices at the discussion. Additionally, OIRP plans to develop an annual report, to assess NOCE's progress towards achieving action steps in a yearly basis. The components of this report will be discussed and vetted through IEC. By reviewing NOCE's strategic plan progress and presenting opportunities for feedback sessions through various committees, including IEC, NOCE is well-positioned to respond to opportunities and challenges.

Student Equity and Achievement (SEA) Program Workgroup – NOCE Strategic Plan Goal IV is to "engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan." The Student Equity and Achievement (SEA) Program Workgroup was developed by combining Student Equity, SSSP, and Basic Skills Initiative workgroups. The purpose of the SEA Program workgroup is to review, discuss, plan, and implement goals and strategies that impact student pathways, success, and equity. Acting as an advisory committee, the workgroup focuses on issues related to the implementation of core SEA Program services, which includes orientation, assessment, counseling/advising, student educational plan development, follow up services, and implementation of the Student Equity Plan. The SEA Program Committee promotes student success by focusing on closing the achievement gap for underrepresented student groups. The workgroup has spent fall 2019 and winter 2020 reviewing the current Student Equity Plan as well as the OIRP evaluation reports for the previous Student Equity Plan and Integrated Plan. This has allowed the workgroup members to understand the current programs and activities taking place and review data related to the disproportionately impacted students. The workgroup is also focused on addressing the objectives and action steps of the Strategic Plan related to Student Equity. Some specific areas of focus this year have been on supporting attendance to equity-focused conferences including a conference on Universal Design (Goal IV, Objective 3, action step 3), giving input and feedback on roadblocks that could impede a student's opportunity to take courses (Goal IV, Objective 1, action step 3), and providing support in the development and implementation of the Women of Color conference which promoted self-advocacy and self-care to encourage students of color to persist from fall to winter terms (Goal IV, Objective 4, action step 1).

### **Stakeholder's Input in Preparation of the Progress Report**

The initial draft of the progress report, in which the President took the lead, was reviewed by the President's Staff members consisting of the Vice President of Instruction, Vice President of Student Services, Campus Communications Director, Registrar, Director of Administrative Services, and Executive Assistant to the President/Accreditation Co-Chair. Upon review of the draft, the team identified additional information to be added to the report by NOCE program directors, further vetting steps, sources for additional feedback and information, and the approval timeline. Following the President's Staff review, an NOCE President's Cabinet meeting was dedicated to gathering information for the report from all NOCE constituent groups. President's Cabinet is a shared governance committee consisting of faculty, classified professionals, managers, and students and charged with major institutional planning and policy decisions. The feedback solicited during the President's Cabinet meeting and additional information gathered afterwards were included in the second draft of the report. Next, the progress report draft was released to the NOCE Academic Senate and President's Cabinet for vetting and approval. Following the approval of the abovementioned NOCE shared governance bodies, the progress report was approved by the NOCCCD Board of Trustees after the second reading.

### **Timeline for the ACS WASC Mid-Cycle School Progress Report**

January 2, 2020 – February 18, 2020: President’s Staff review  
 February 18, 2020: President’s Cabinet Information Gathering Session  
 March 20, 2020 – March 31, 2020: Academic Senate Review  
 March 31, 2020: Academic Senate Approval  
 April 21, 2020: President’s Cabinet Approval  
 May 12, 2020: NOCCCD Board of Trustees First Reading  
 May 24, 2020: NOCCCD Board of Trustees Second Reading and Approval

### **IV: Progress on the Implementation of the School-wide Action Plan**

**The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the school-wide action plan since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.**

- **Explain how the identified student learner needs have been addressed in the school-wide action plan.**
- **Provide a summary of progress and impact on student learning of the school-wide action plan’s identified school needs/identified student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.**
- **Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.**

**Note: If any recommended growth areas were not included in the school’s school-wide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.**

As referenced in Section III, NOCE recently revised its school-wide Strategic Plan (Action Plan) to embed Action Steps drawn from other key planning initiatives, such as Student Equity Plan, Guided Pathways Plan, and North Orange County Consortium for Adult Education Three-Year Regional Plan. One of the reasons for such integration was the ability to use student learning need data already collected for the above listed initiatives and combine it with the findings of the WASC Accreditation Institutional Self-Study, thus creating a comprehensive view of the school-wide student learning needs and all tools and resources available to meet those needs.

#### Student Learner Need for Guided Pathways

With the goal of eliminating stop-out points and maximizing retention and completion, in November 2018, Provost’s Cabinet identified potential pitfalls for every critical momentum step of the NOCE student journey. The list below summarizes this mapping activity. The identified pitfalls signal potential barriers that are likely to prevent students from progressing in their course of study. As indicated in the revised NOCE Strategic Plan, specifically under the Guided Pathways Focus Area, many of the pitfalls are being addressed in the Action Steps.

### Mapping NOCE Student Journey: Momentum Points and Pitfalls

| Connection to NOCE  | Program Entry  | Progress   | Completion  |
|---|--|--|---|
| Limited advertising of NOCE programs                          | Absence of transcripts from prior institution or other pertinent documentation | Missed deadlines   | Life difficulties   |
| Mono-lingual materials  | Long wait time   | Lengthy programs   | Change of interest  |
| Failure to connect with the campus community (other students) | Cumbersome schedule  | Disjointed institutional support systems                       | Lack of engagement  |
| Cumbersome website  |  |  |   |
| Not knowing the correct person to ask                         | Limited evening services   | Lack of life support systems                                   | Academic rigor  |
| Connection to NOCE  | Program Entry  | Progress   | Completion  |
| Fear to ask questions due to limited English skills           | Lack of knowledge on program requirements by staff                             | Undiagnosed learning disabilities and lack of support services | Not knowing the benefits of completion or options beyond completion |
| Use of technical educational lingo                            | Informational overload, no visuals   | Inability to access student resources (books, uniforms, etc.)  |   |
| Lack of knowledge about available support services            |  | Inability to access mental health services                     |   |
| Lack of technical skills to navigate online information       |  |  |   |

In March 2019, NOCE completed Guided Pathways Essential Practices: Scale of Adoption Self-Assessment California Community Colleges' Assessment of Progress in the Implementing of [Guided Pathways](#).

This tool is designed to help colleges assess their progress toward adopting essential guided pathways practices. As part of the self-assessment, NOCE indicated the steps needed to be taken in order to implement or scale the given practice. Later, self-assessment steps laid the foundation for the [NOCE Guided Pathways Action Plan](#). Steps from both the Guided Pathways Self-Assessment and the Guided Pathways Action Plan were embedded in the NOCE Strategic Plan as shown in the chart below.

### Revised NOCE Strategic Plan

#### **Focus Area: Guided Pathways**

*GOAL: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and beyond.*

Objective 1: Develop effective ways to communicate academic and career pathways to students.  
Guided Pathway Pillar: Help students choose and enter their pathway.

| Action Step  | Source   |
|--|--|
| 1. Demonstrate clear curricular pathways to employment and further education.  | Action Plan and NOCE Guided Pathways Self-Assessment tool by CCCCCO. |
| 2. Create a visual model illustrating academic and career pathways within NOCE and beyond (NOCE Action Plan).  | NOCE GP Action Plan  |
| 3. Finalize career interest clusters and communicate NOCE CTE offerings to students accordingly. Use program mapping to organize the permanent NOCE website and online catalog.  | NOCE GP Self-Assessment tool by CCCCCO                               |
| 4. Finalize the development of the NOCE Career Services Framework that streamlines and expands career services across NOCE programs and for all students, including access to career exploration software and career advisement. | NOCE GP Action Plan and NOCE GP Self-Assessment tool by CCCCCO       |
| 5. Develop and pilot the North Orange Promise pipeline at NOCE for feeder high school students enrolling in CTE and High School programs.  | NOCE GP Self-Assessment tool by CCCCCO                               |
| 6. Offer professional development activities to all staff on NOCE pathways and transitional activities.  |  |

Objective 2: Provide intensive support to help underprepared students succeed in college-level courses as soon as possible.

Guided Pathway Pillar: Help students choose and enter their pathway.

| Action Step   | Source                                 |
|---|--|
| 1. Develop additional noncredit lecture-based math and English courses to be offered on college campuses.   | NOCE GP Self-Assessment tool by CCCCCO |
| 2. Launch GED program including direct instruction in math and English.   | NOCE GP Self-Assessment tool by CCCCCO |
| 3. Embed weekly online segments on “10 Steps to Success and Achievement” into NOCE Basic Skills curriculum.   | NOCE GP Self-Assessment tool by CCCCCO |
| 4. Further align math courses with students’ field of study and develop an instructional model to assist students with the mastery of math skills required for their programs of study. | NOCE GP Self-Assessment tool by CCCCCO |

Objective 3: Facilitate and accelerate onboarding process of orientation, assessment, and placement.

Guided Pathway Pillar: Help students choose and enter their pathway.

| Action Step  | Source  |
|--|---|
| 1. Further integrate the processes of the FasTrack onboarding event into regular student services operations for sustainability.   | NOCE GP Action Plan 2019<br>NOCE Student Equity Plan 2019 |
| 2. Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore use of mobile app to enhance exploratory options for NOCE students. | NOCE GP Action Plan 2019                                  |

Objective 4: Implement support services that increase student retention.

Guided Pathway Pillar: Help students stay on their path.

| Action Step   | Source                                 |
|---|--|
| 1. Expand counseling at off-site locations.   |  |
| 2. Expand collaborative efforts between counselors and instructors to increase student counseling appointments and Student Educational Plans. |  |
| Action Step   | Source                                 |
| 3. Develop an early alert system and mid-point checks for all students and programs in a CDCP course.   | NOCE GP Self-Assessment tool by CCCCCO |
| 4. Implement a degree audit system accessible to students.  | NOCE GP Self-Assessment tool by CCCCCO |
| 5. As NOCE launches online classes, develop ways to offer student support services online.  | NOCE GP Self-Assessment tool by CCCCCO |

Objective 5: Implement support services to increase student transition from noncredit to credit-bearing programs and employment.

Guided Pathway Pillar: Help students stay on their path.

| Action Step   | Source                   |
|---|--------------------------|
| 1. Offer "Transition to College" courses at the three NOCE Centers.                         | Student Equity Plan 2019 |
| 2. Increase and improve articulation agreements with Cypress College and Fullerton College. |                          |
| 3. Explore feasibility of offering job development services.                                |                          |

Objective 6: Incorporate college and workforce readiness skills into curriculum.

Guided Pathway Pillar: Ensure that learning is happening with intentional outcomes.

| Action Step   | Source   |
|---|--|
| 1. As informed by Labor Market Information data and local employers, develop new and revise existing CTE certificates to meet current labor market demands and industry standards.                          | NOCE GP Self-Assessment tool by CCCCCO                               |
| 2. Provide professional development and curriculum development opportunities on New World of Work 21st Century Skills.  | Action Plan and NOCE Guided Pathways Self-Assessment tool by CCCCCO. |
| 3. Finalize and implement program level SLO action plan steps for faculty to identify and address learning gaps through curriculum modification, updated instructional models and professional development. | NOCE GP Self-Assessment tool by CCCCCO                               |

| Action Step   | Source                                 |
|---|--|
| 4. Expand work-based opportunities for students through the regional and local workforce development initiatives, such as enhanced classroom labs and work-based learning projects. | NOCE GP Self-Assessment tool by CCCCCO |
| 5. Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.                        | NOCE GP Self-Assessment tool by CCCCCO |

### Learner Needs of Disproportionately Impacted Student Populations (Student Equity)

The intent of the California Community College Student Equity and Achievement Program (SEAP) is to support the implementation of the Guided Pathways initiative with the specific focus on disproportionately impacted populations and with the goal of eliminating the achievement gaps. As required by SEAP and in order to develop a student equity plan, NOCE identified several groups of disproportionately impacted populations in the areas of access, retention from term to term, transition to credit programs, and certificate completion. Subsequently, strategies were developed to close the identified achievement gaps and compiled in the Student Equity Plan (2019/22). Student Equity Plan activities were aligned with the Action Steps as demonstrated in the chart below listing selected Action Steps and correlating them with the Student Equity Activities.

### **Revised NOCE Strategic Plan**

#### **Focus Area: Equity**

*GOAL: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.*

| Strategic Plan Action Step   | Student Equity Plan Activity   |
|--|--|
| Conduct internal and external outreach targeting disproportionately impacted student populations.                              | Focus outreach towards community partners targeted to the DI ethnic groups and follow up to ensure that students enroll.   |
| Develop and distribute a matrix of resources for various support services, such as babysitting, mental health assistance, etc. | Continue with current Student Equity activity of providing transcript evaluation service for transferring foreign high school credits.   |
| Publish materials in multiple languages (forms/publications).  | Provide Application for Admissions and marketing materials in different languages in addition to English and Spanish.  |
| Develop professional development opportunities for all NOCE faculty and staff on the topic of equity.                          | Offer an Opening Day or a Flex Day workshop on Equity Mindedness Pedagogy. Encourage adjunct faculty to attend and explore the possibility of providing compensation for their attendance. |

### California Adult Education Program (CAEP) Alignment

Over the course 2018/19 year, North Orange County Consortium for Adult Education (NOCRC) members were engaged in developing a comprehensive regional adult education plan (<http://nocrc.org/>). The Community Asset Mapping (CAM) tool was used in gathering data to examine gaps in knowledge and organizational infrastructure for the consortium's performance enhancement. The consortium members collectively identified eight CAM gaps which required



improvement strategies. Based on the identified gaps, the consortium developed five progress indicators, or objectives, to assess progress of the three-year plan and impact on the region. The NOCE Strategic Planning Workgroup collaborated with NOCRC when developing the revised NOCE Strategic Plan and referenced the CAM gaps and the Progress Indicators when developing Strategic Objectives and Action Steps. The following chart shows a correlation of selected regional adult education plan CAM gaps and Progress Indicators with the NOCE Strategic Plan Action Steps.

| <b>Community Asset Mapping Gap</b>   | <b>NOCRC Progress Indicator</b>   | <b>NOCE Strategic Plan Action Step</b>   |
|--|---|--|
| <p><b><u>Intake Process and MIS Collection</u></b><br/>There is some consistency among providers regarding conducting intake; however, “the process of how [data is being collected] varies from program to program with no common intake, MIS tracking, assessment and placement policies and processes which directly inform student’s individual learning plans” (NOCRC Respondents, CAM, Gap Analysis).</p>  | <p>By June 2020, NOCRC will develop a unified data intake collection process and a universal form to be utilized collectively for all program areas and partnerships.</p>   | <p>Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of mobile app to enhance exploratory options for students.<br/>Schedule professional development and training opportunities for MIS-related topics, such as data collection, data input, reports, and knowledge.</p>                                      |
| <p><b><u>Outreach and Early Engagement</u></b><br/>This theme was significant as it recurred in all levels of data collection. “Needs to be universal in connecting all programs together as a strategy; need more consistency in duration and time; targeted; more outreach; and early engagement with prospective students to help them understand education options and services available – some programs do more than others.” (NOCRC Respondents, CAM, Gap Analysis)</p>   | <p>By June 2020, student participation will increase by 2% in all program areas as a result of expanded outreach, targeted recruitment, and early engagement efforts.</p>   | <p>Further integrate the FasTrack onboarding event into regular student services.<br/>Develop an early alert system and mid-point checks for all students and programs in CDCP.</p>  |
| <p><b><u>Career Planning, Job Developing, and Labor Market Information (LMI)</u></b> “Career planning is not integrated nor shared across agencies to drive academic and career planning. Not integrated in students’ experience – no formal process. Need case managers and job developer have proper training”. Likewise, there is a knowledge gap in LMI relevance as statements included “No centralized LMI data collectively utilized, LMI not accessible to various departments, not sure how to utilize LMI in programs, LMI not understood universally” (NOCRC Respondents, CAM, Gap Analysis).</p> | <p>By June 2020, NOCRC members will ensure that their workforce preparation and career readiness curricula are in alignment with LMI, trend trajectories and relevant regional industry sectors. There will be a 2% increase in completion of certifications, transition to additional CTE programs, job placement, and other areas of advancement.</p> | <p>Finalize the development of the Career Services Framework that streamlines and expands career services across programs and for all students, including access to career exploration software and career advisement.<br/>Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.</p> |

| Community Asset Mapping Gap   | NOCRC Progress Indicator   | NOCE Strategic Plan Action Step   |
|---|--|---|
| <p><b><u>Asset Partnerships/Networks for Inclusion</u></b> CAM and data revealed other essential partnerships missing in advisory capacity and networks and partnerships in direct connect to outcomes. Those include the need for an increased presence in partnerships with employers and businesses (reflecting significant gap), workforce organizational partners in reentry, human and social services, state hospitals, development centers, and various WIOA Title providers.</p> | <p>By June 2020, in order to align curriculum to an attainable and measurable skills gain (MSG), NOCRC will build partnerships with a minimum of 10 employers that will lead to an increase in job placement and industry connections.</p> | <p>Expand work-based learning opportunities for students though the regional and local workforce development initiatives, such as enhanced classroom laboratories and work-based learning projects.</p> |

**Progress on Addressing Key Issues**

The following section provides information on the progress to address key issues determined during self-study and major key issues identified by the visiting accreditation team.

**Criterion 1: Institutional Mission, Purpose, and Objectives**

*A need to fully implement SLO assessments and track progress with TracDat (Nuventive).*

In 2017/18, the Nuventive software was acquired to remedy the deficiencies in the locally developed iSLO software used to collect NOCE’s SLO assessment data. Upon rolling the system out, problems with the interaction of Nuventive and other NOCE systems were discovered. As training of the pilot team began, it was determined that the software was not very user friendly and more importantly, it was not working well with other systems. In August of 2018, it was decided to not renew the contract. In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. Since September, the SLO Coordinator, the NOCE IT department, and the District IT department have been working to set up and upload information into eLumen. Training for the pilot team began the end of the winter term with a pilot rollout in spring 2020. If there are no complications, a full rollout should begin in summer 2020. This fully implemented system will provide a wealth of information to faculty as they evaluate their classes and complete program review and much needed information to the research department as they analyze institutional effectiveness.



[https://www.elumenconnect.com/wp-content/uploads/2018/10/ELU\\_WP\\_ConnectingWhatsPossible\\_Oct2018.pdf](https://www.elumenconnect.com/wp-content/uploads/2018/10/ELU_WP_ConnectingWhatsPossible_Oct2018.pdf)

*A need to analyze and disaggregate student learning data for institutional planning.*

Student learning data is disaggregated in a variety of ways by NOCE's Office of Institutional Research and Planning. In the annual Institutional Effectiveness Report (IER) key performance indicators such as course retention, term to term retention, course success, and completion are all broken down by gender, race/ethnicity and special populations. These special populations include those students who identified as having a disability and students with veteran status. NOCE's research department has made progress in capturing additional variables from students in order to provide further disaggregation by other sub-populations, such as low-income and homeless. Additionally, IER also presents student enrollment data by student demographics (age, gender, race/ethnicity), educational level, and educational goals.

NOCE's Office of Institutional Research and Planning department (OIRP) works closely with the Student Equity Committee in providing disaggregated student data for equity planning and discussions. In July of 2019, OIRP provided a detailed 3-year student equity data report that calculated learning data for the past three academic years (2015/16, 2016/17, 2017/18). Enrollment, course retention, noncredit to credit transition, and certificate completion data were disaggregated by gender, race/ethnicity and students with disabilities. Disproportionately impacted students' groups were identified in this report, along with identifying the number of students needed to close existing achievement gaps among student groups. In addition, the student equity committee receives a yearly report that presents disaggregated data on student equity activities and how they impact student achievement and ultimately contribute on closing achievement gaps.

**Criterion 2: Organizational Infrastructure and School Leadership**

*Even though no key issues have been identified for this criterion, a few important developments are worth noting.*

During 2017, North Orange County Community College District engaged Collaborative Brain Trust (CBT) consultants to review the District's organizational structure. The five-month process resulted in a series of recommendations designed to help NOCCCD and its units to improve service to their students and community by revising the organizational structure. CBT called out NOCE specifically. Here is the quote from the CBT report:

“Reorganize the North Orange Continuing Education Unit. NOCE should create the position of Vice President and reduce one of the campus Deans. The Vice President position should be housed at the Anaheim Campus which houses the majority of students, and the two remaining Deans located at Cypress College and the Wilshire Center. The position should initially oversee all instruction and support services of continuing education. As the program grows and is warranted, there may be a need to add an additional Vice President and separate the instruction and student services functions. Ultimately, if there is significant growth, the position of Director of Administrative Services could be elevated to a Vice President, though this appears to be a much longer-term possibility. A draft organizational chart showing the recommended changes can be found in Appendix M. The position of the NOCE Provost should be retitled President. This current position has all the responsibility of a President and NOCE is one of the few community college continuing education programs separately accredited in California. Re-titling the leadership post to President will clearly signal the intention to treat NOCE as a third college within the District.” [Full report.](#)

In fall of 2019, as part of the [NOCE Re-Alignment Plan](#), the institution adopted a management structure that reduced duplicative representation efforts and promoted shared knowledge and consistent communication. Under the new management structure, Dr. Karen Bautista, Dean of Instruction and Student Services, Cypress Center, assumed oversight of all instructional programs and curriculum management. Additionally, Dr. Bautista was assigned to coordinate Distance Education. Martha Gutierrez, Dean of Instruction and Student Services, Anaheim Campus, assumed oversight of all student service programs and initiatives, including student conduct administration and Title IX investigation. Additionally, Dean Gutierrez was assigned to oversee Instructional Technology and Campus Safety.

As requested by the NOCCCD Chancellor Cheryl Marshall and NOCE Provost Valentina Purtell and pursuant to Title 5, Article 53021, on February 25, 2020, NOCCCD Board of Trustees approved reorganization of NOCE's senior management structure now consisting of the Vice President of Instruction, Dr. Karen Bautista, Vice President of Student Services, Martha Gutierrez, and President, Valentina Purtell.

The requested reorganization was done as a result of significant institutional changes. NOCE has significantly grown in its complexity and scope and is fully accredited by WASC as a post-secondary institution. Its size, specifically serving 30,000 students and its shared governance structure are comparable to a credit college. NOCE manages many state initiatives that parallel those managed by our sister colleges, namely Strong Workforce Program, Guided Pathways, Student Equity, Workforce Innovation Opportunity Act, and Perkins. Additionally, NOCE is the fiscal agent and the administrator of the regional adult ed consortium. The scope of academic programs, student services, and institutional research matches the level of a college.

According to the NOCE established processes, the requested reorganization request was presented at the following committees:

Budget Committee: October 30, 2019

Academic Senate: January 7, 2020

Provost's Cabinet: January 21, 2020

Additionally, CBT made a recommendation on restructuring informational services districtwide. To this end, NOCCCD engaged Thunderbird Leadership Consulting to help assess the current state of IT services across the District and provide recommendations for increased efficiency, effectiveness, and aligning IT personnel resources to the needs of NOCCCD. A series of virtual and onsite meetings were conducted to gain input and feedback from IT staff of each campus and campus stakeholders (administration, faculty, staff, and students). The identified IT service gaps fit under the following master themes:

- Governance and planning
- Organizational structure
- Security and disaster recover/business continuity
- Leadership and team development

The general sentiment from NOCE stakeholders was that IT staff work hard and are responsive at the campus level. However, they are short-staffed and do their best with limited resources available. The multi-site nature of NOCE necessitates approach to each location as a unique entity with

different requirements, processes and varying resource availability. This is true for all services classroom technology as well as network connectivity, storage, identity, security, etc. In their subsequent report scheduled to be published in January 2020, Thunderbird consultants will detail recommendations on establishing common IT experience across the district, including development of service agreements for supporting NOCE at the three main campuses, structure and authority to foster collaboration, and consistent and targeted professional development for all IT staff. The next set of recommendations will also include designing acquisition and change management standards.

### **Criterion 3: Faculty and Staff**

*Need for a systematic approach to coordinate the multiple site-based professional development opportunities, employee participation, and related outcomes.*

Under the leadership of Candace Lynch, Professional Development Faculty Coordinator, NOCE's Professional Development Committee began hosting an annual training day for adjunct faculty in 2019. Workshop topics are chosen based on an annual needs assessment survey that adjunct faculty participate in and include subjects such as accommodations for students with disabilities, classroom technology, learning management systems (such as Canvas), communication strategies, distance education, the Academic Senate, curriculum development, and SLOs. Adjunct faculty are paid a stipend for attending the training event.



Adjunct faculty were invited and paid stipends to attend the NOCE January Flex event. Workshop topics were again chosen based on an annual needs assessment survey that adjunct faculty participate in. The Professional Development Committee organizes this event and selects the theme each year. Faculty participate in regular safety training such as the Great Shakeout and Active Shooter Drills. NOCE Cypress faculty, staff and students participate in Cypress College's drills while NOCE Wilshire Center faculty, staff and students participate in the Fullerton College drills. NOCE Anaheim Campus faculty participate in the Anaheim Campus drills.



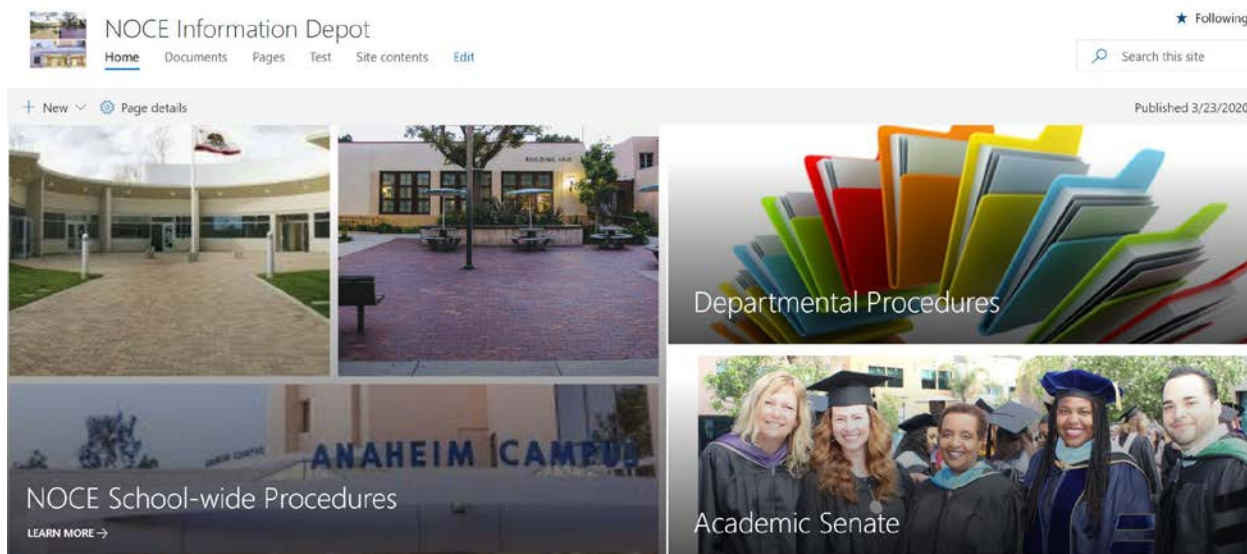
CPR Training - November 2019

NOCE has made professional development for all staff and faculty an institutional priority and has continued to increase the annual budget for professional development activities. In 2018/19, the professional development budget was \$30,000 for conference and workshop attendance, on campus speakers and presentations, and classified staff professional development. For the 2019/20 academic year, that amount was increased to \$43,000. The Professional Development Committee actively coordinates and provides workshop opportunities, in person and online, within NOCE and in partnership with the District for all faculty and staff throughout the year. Training opportunities are shared on a regular basis through email and the MyGateway portal.

*Need for systematic communication of critical NOCE procedures, policies and documents to be embedded in all employee orientations in support of consistency.*

The Accreditation Chairs developed in SharePoint to house all the school-wide procedures. SharePoint was chosen because it is a web-based collaborative platform that integrates with Microsoft Office. It provides a secure place to store, organize, share, and access information from any device. All that is needed is a web browser. The site is broken into three areas:

1. NOCE School-wide Procedures
2. Departmental Procedures
3. Academic Senate



#### **Criterion 4: Curriculum**

*No online course offerings*

On March 6, 2018, the Dean of Instruction started a conversation at the Academic Senate meeting on the prospect of Distance Education (DE). A survey of students and faculty was conducted to obtain information on why students would want to take online classes, if faculty were interested to teach online classes, and whether they had ever taught online. A Distance Education Workgroup was implemented and Janet Cagley was selected at the NOCE's first Distance Education Faculty Coordinator to develop a DE plan and design a DE program.

In spring of 2019, the NOCE Academic Senate adopted the Cypress College Distance Education Plan and curriculum addendum for NOCE for one year. The fall 2019 trimester was spent reviewing and editing the plan. The plan was presented for a first read at the February 2020 Academic Senate, Provost's Cabinet, and Budget Committee meetings and voted on in March 2020. Distance Education courses also require a curriculum addendum. The NOCE Distance Education Curriculum Addendum was reviewed and edited with input from the Distance Education Work Group, Cypress College Distance Education Coordinators, and Fullerton College Distance Education Coordinators. In January 2020, the Academic Senate approved the addendum and distributed it to full-time faculty for completion. The NOCE "Last Day of Attendance" Policy was reviewed and edited by the NOCE

Distance Education Work Group in January 2020 and approved by the Curriculum Committee in February 2020.

An Online Teaching Certification boot camp is currently being developed with support from the Fullerton College Distance Education Coordinators and will be offered in the Spring 2020 trimester to NOCE full-time faculty who wish to provide online course/services during the Fall 2020 Pilot. Thirteen courses have been submitted with the Distance Education Curriculum Addendum for local approval and will be reviewed by the Curriculum Committee during the Winter and Spring 2020 trimesters.

### **Criterion 5: Instructional Program**

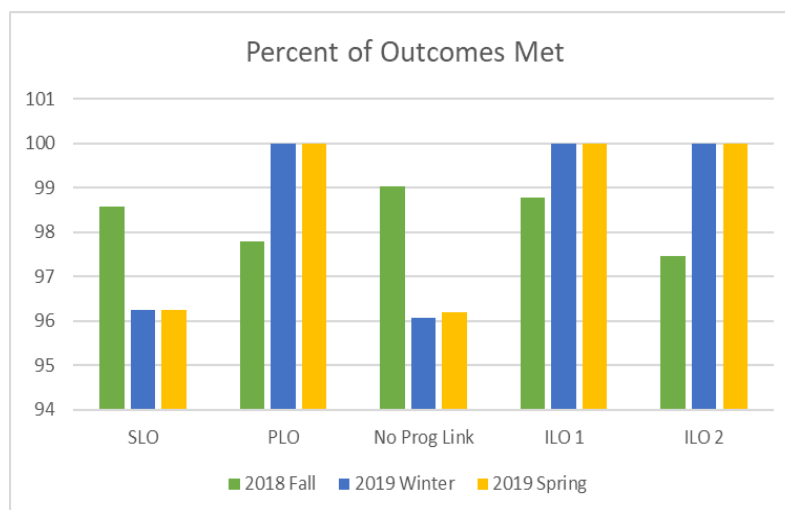
*The high school instructional model offers limited, formal direct instruction opportunities at all locations.*

NOCE partnered with CAEP to launch a High School Equivalency Instructional program for adults who had not earned a high school diploma. The response was an enrollment of 125 students. This program, located on the Anaheim Campus, offers preparation for two of the high school equivalency options offered in the state of California – the General Education Development (GED) and the High School Equivalency Test (HiSET). Students attend cohort-style classes in the morning or in the evening and all sections include direct instruction from a faculty member and an in-class tutor. Students study during morning or evening combined-subject classes: math and science or English and social studies. The open enrollment feature allows students to combine their busy schedules with the academic program. Many in-class resources are offered to assist students with their preparation work, including laptop computers, calculators, high school equivalency study guides, GED Ready vouchers, and Aztec software. Students who complete the preparatory program and pass a high school equivalency exam will celebrate their success by participating in the annual NOCE Commencement event starting this year!

### **Criterion 6: Use of Assessment**

*Use of assessment tracking tools and analysis of SLO data at all levels (course, program, and institution) for facilitate program evaluation and improvement.*

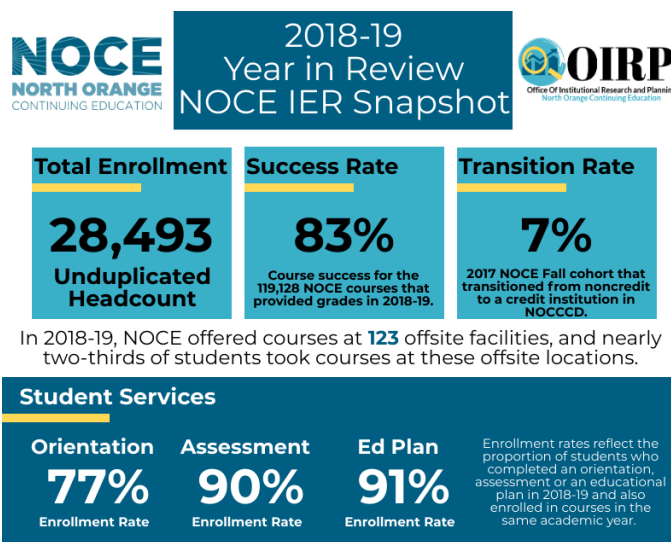
A locally developed iSLO application is being used for faculty to report Student Learning Outcome assessments. The courses are then manually linked to the Program and Institutional Learning Outcomes. The chart below demonstrates SLO, PLO, & SLO achievement rates for the 2018/19 year.



SLO – Student Learning Outcome, PLO – Program Learning Outcome, ILO – Institutional Learning Outcome

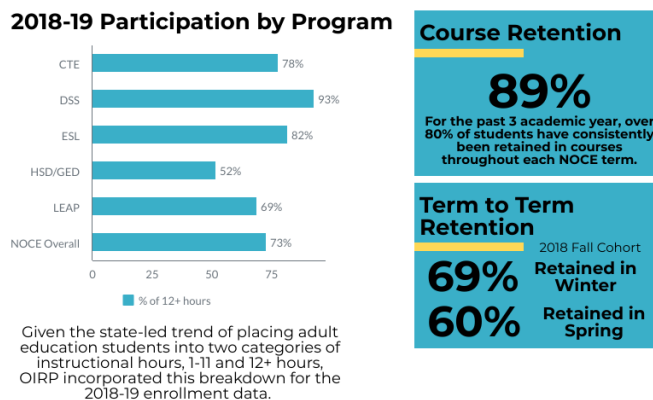
### Other Statewide and Local Assessment Measures

As directed by NOCE Institutional Effectiveness Committee, Office of Institutional Research and Planning (OIRP) assigned statewide Student Success Metrics to evaluate NOCE’s strategic goals and objectives. The below infographic *2018/19 Year in Review NOCE IER Snapshot* shows school-wide performance data on access, success and transition measures. Success measures include course and term retention, course-level success rate, program completion, and transition to credit-bearing programs.



In 2018-19, NOCE offered courses at **123** offsite facilities, and nearly two-thirds of students took courses at these offsite locations.

Disaggregation of findings for every [Institutional Effectiveness Report \(IER\)](#) indicator based on the factors of race, ethnicity, and gender allows our institution to view success through the lenses of equity and inclusion and to develop specific strategies to boost success of disproportionately impacted populations. Understanding who our students are leads to a thoughtful and intentional work of removing barriers as well as designing programs and support services that meet specific interests and needs of the students NOCE serves.



Given the state-led trend of placing adult education students into two categories of instructional hours, 1-11 and 12+ hours, OIRP incorporated this breakdown for the 2018-19 enrollment data.

NOCE continues to be an important source of education and a driver of upward mobility in North Orange County Region. The ethnic makeup of NOCE’s student population matches that of our District’s service area. Majority of NOCE students are continuing and returning with the course retention rate steadily growing over the last three year and course success rate growing more than 7% since 2016/17. This speaks to the responsiveness of our institution to the needs of the community it serves and to the quality of its offerings. In 2017/18, NOCE contributed 59% of the District’s successful CTE enrollments, and in 2018/19, NOCE Strong Workforce Program (SWP) Completers made up 23% of the overall SWP completers for NOCCCD.

### Criterion 7: Student Support Services

*Need for analysis and use of assessment data to facilitate program evaluation and improvement.*

The Counseling and Student Services Department administered a short survey to students at the end of their counseling appointment during the 2017/18 and 2018/19 academic years. The survey contains three questions which are used to evaluate how well the department is meeting their identified program learning outcomes. The results of the survey are compiled in an executive summary which is shared with members of the department. For both survey years, over 90% of the



responses show that students agree or strongly agree with the survey statements. In discussing the survey results, the department members agreed to add an open-ended response question for the 2018/19 survey so students can give more specific feedback or clarify their response. In addition, one of the department's Program Learning Outcomes is that students have a clear understanding of support services or community resource after meeting with a counselor. A group of counselors and classified staff worked together to review and update the department's shared drive. This drive now contains current information about NOCE programs as well as community resources. By having this information readily available, the counselors can share up-to-date information with students in order to continue supporting students in meeting this program learning outcome.

*Historic Diploma and Certificate records are not secured in case of a natural disaster.*

Admissions and Records has fully incorporated basics of record scanning for all incoming records as well as indexing. The adoption of the digital document scanning through OnBase is continuing to be enhanced through District initiatives and support. The digitizing of archived paper student files has been an ongoing process with specialized attention from A&R staff trained in processing the files. In recognizing that the student records in the archives originate from a large span of years and past practices; a set of guidelines has been created by the Records Department. The guidelines for processing archived records includes best practices and allows for consistency to maintain the integrity of the historical student files. This systematic approach to careful digitizing has resulted in significant progress with a little over half of all historic file folders completed. The historical records also have large binders of student academic information with about 800 pages that are hand scanned carefully into the system. The binder system scanning is also half-way complete at this time. Regular internal audits help to also ensure accuracy throughout this scanning project.

### **Criterion 8: Resource Management**

*Multiple funding streams necessitate a variety of plans which are not currently integrated.*

After the accreditation team visit in March 2017, NOCE made its first attempt to integrate all major planning initiatives and their funding streams into one school-wide Action Plan. An additional ALIGN column has been added to the Action Plan template indicating which of the key plans, Basic Skills Initiative, Student Equity Plan, NOCRC Regional Comprehensive Plan or NOCCCD Educational Master Plan, contributed to the creation of the Action Steps.

NOCE's integrated planning model has been further refined in the development of the institutional revised Strategic Plan in June 2019. Not only the Action Steps but also the Strategic Goals now align with other institutional plans. For example, Goal II: Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options embeds the [NOCE Guided Pathways Plan](#). Goal IV: Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan incorporates findings and activities from the NOCE Student Equity Plan.

According to the [NOCE Position Management Process](#) requests for new or replacement permanent positions must demonstrate support of NOCE and NOCCCD mission, directions, and goals. Of the 21 positions requested in 2019/20, 17 positions were either fully or partially funded by categorical or self-supported budget sources thus demonstrating NOCE's continuous effort to braid funding sources in order to maximize institutional capacity and to integrate various planning initiatives under

one school-wide strategic plan. For practical reasons of keeping Strategic Plan manageable and for preserving local control, several department-level planning initiatives were not incorporated into the school-wide Strategic Plan but, nonetheless, they have been aligned with NOCE's strategic priorities. Below are a few examples of such initiatives:

Annual Adult Education Family Literacy Act (AEFLA) Professional Development Plan and AEFLA Application were designed to improve success indicators of the NOCE Strategic Plan.

In support of the NOCE Strategic Plan Objective 4 ("Facilitate and accelerate onboarding process of orientation, assessment, and placement") the ESL program is working on online registration process via CCC Apply. In addition, the program is streamlining the matriculation process to updated policies and procedures that get students in the classroom faster. The goal is to increase retention and persistence, as are indicated in the AEFLA PD Plan, Goal 1: "During the 2019-20 academic year, improve student persistence, resulting in a 10% increase in students who take the CASAS post test." We anticipate this achievement as the result of improving our onboarding process.

AEFLA Professional Development Plan is also aligned with Strategic Plan Goal I, Objective 1, item 4: "Evaluate the use of instructional methodologies that lead to accelerated learning (e.g. I-BEST)" and Goal II, Objective 6, item 4: "Solidify, expand and promote digital learning opportunities through New World of Work." Goal 2 of the AEFLA PD plan states, "During 2019-20 academic year, implement two new workforce preparation and/or workforce training strategies to increase student enrollment, participation, and persistence in NOCE Integrated EL Civics and Integrated Education Training (IET) programs." Currently, professional development support is provided for I-BEST instructors and workforce preparation instructors (through NWoW) toward this goal.

NOCE is in the process of converting from a trimester system with 12-week terms to a semester system with 18-week terms to align with our District colleges. This supports Goal II (Guided Pathways) of the NOCE Strategic Plan: "Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options." The ESL Mentorship program under CAEP is also connected to this goal in the Strategic Plan, as it provides support for students during and after transition from noncredit to credit.

Carl Perkins Act and Strong Workforce Program plans are aligned with NOCE Strategic Plan.

CTE is eligible to apply for funding each year through Perkins and Strong Workforce Programs. These two (2) funding sources are dedicated to assisting and enhancing the efforts of Career Technical Education and Workforce Training programs. As part of the grant application process, CTE always looks for how they can align the goals and actions of the NOCE Strategic Plan to the requirements and outcomes of all funding sources. Some examples of goals that align between the NOCE Strategic Plan and these two (2) funding sources include:

- Goal II, Objective 1: Develop curriculum and expand offerings that promote greater transition into the workforce and credit bearing programs. Perkins and SWP funding support:
  - Curriculum development
  - Articulation
  - Career Pathways from K-12 to noncredit to credit
  - Transition to workforce and higher levels of education

- Goal II, Objective 2: Develop effective ways to communicate academic and career pathways to students. Perkins and SWP funding support:
  - Outreach efforts (both internal and external)
  - Development of career pathways
  - Industry Workshops and events
  - Development of the Career Resource Center
  - Career assessment tools
  - Development/Implementation of tools that help students get connected and move through their pathway
  
- Goal II, Objective 5: Implement support services that increase student retention and transition. Perkins and SWP funding support:
  - Developing/Implementing new strategies to improve retention within a CTE program
  - The implementation of LinkedIn Learning and Portfolium to help students on their path and continue with their success
  - Offering workshops and support strategies within the labs to improve student retention in their chosen CTE program
  
- Goal II, Objective 6: Incorporate college and workforce readiness skills into curriculum. Perkins and SWP funding support:
  - Curriculum Development
  - Development/Implementation of the Career Resource Center
  - Employability Skills workshops
  - Digital Badging
  - Portfolium and LinkedIn Learning implementation and delivery
  - Developing business partnerships
  - Work-based learning projects
  
- Goal II, Objective 7: Increase targeted professional development for all NOCE constituents. Perkins and SWP funding support:
  - Professional Development for CTE faculty
  - Workshops for students, staff, and faculty

Integrated Planning Initiative introduced by the CCC Chancellor's Office in 2017 is another example of aligning funding from multiple sources with integration of institutional priorities. Basic Skills Initiative (BSI), Student Equity Program (SE), and Student Success and Support Program (SSSP) were selected as a starting point for the Chancellor's Office integrative efforts to increase student success while closing achievement gaps, and to leverage resources and align efforts taking place at the institutions.

The NOCE team started planning with a joint meeting of BSI, SE and SSSSP committees to form the NOCE "Integrated Planning (IP) Committee," followed by a District-wide IP meeting to share and exchange ideas with our counterparts at Fullerton and Cypress Colleges. The NOCE IP committee was proactive in creating a timeline and worked backwards from the established Chancellor's IP Report submission deadline to initiate the set objectives. The NOCE IP team sought the Research Office's assistance early on to write an effective plan grounded in data, set goals as a large group for general population and identified student groups, aligned related activities designed to address the

needs of the disproportionate impacted (DI) students in smaller groups, evaluated goals, collaborated with various constituents, dedicated time for writing sessions, and allowed sufficient time for review, feedback, and input of students, staff, administrators, faculty, Academic Senate, and members for the community as appropriate.

NOCE IP goals included increasing student access to NOCE by simplifying the enrollment process, improving Basic Skills students' course completion of math and English, implementing instructional and support services designed to improve successful student transition from noncredit to credit, implementing a series of school-wide equity efforts focused on cultural competencies and student engagement, and increasing the transition rate of students enrolled in intermediate and advanced ESL courses from ESL to CTE and/or High School Diploma programs. The set goals were in direct alignment with the District and NOCE directions and objectives of eliminating the achievement gap among the DI groups, improving the rates of degree/certificate completions, creating educational pathways to increase completion and transfer-readiness, implementing best practices related to the allocation of resources to fund the activities improving student performance and success, as well as developing collaborative partnerships with the community's educational institutions. This was a great learning experience which provided NOCE with a better understanding of how to best serve the needs of adult learners, noncredit students, and the DI student group.

#### **Criterion 9: Community Connection**

*No key issues identified.*

#### **V: School-wide Action Plan Refinements**

**Based on the findings of the current progress report, further refine the school-wide action plan as needed and include a link to the school's most recent school-wide action plan.**

##### **Action Plan**

[Closure to SCE Action Plan.](#)

##### **Strategic Plan 2019**

Due to the COVID-19 emergency, NOCE will revise the timelines.

| INSTITUTIONAL EFFECTIVENESS  |   |          |                               |
|--|---|----------|-------------------------------|
| GOAL I   | <b>Develop an evaluation process to measure institutional effectiveness and use it to inform planning and resource allocation.</b>  |          |                               |
| ACTION STEPS   |   | TIMELINE | CHAMPION                      |
| <b>Objective 1:</b> Develop a school-wide cycle of program review which includes data collection, analysis, and discussion and use it to support Student Learning Outcomes (SLOs), curriculum, instruction, and program improvement. |   |          |                               |
| 1.   | Develop process and mechanisms to evaluate effectiveness of all NOCE instructional and student services programs and design continuous improvement cycle inclusive of resource allocation.  | TBD      | OIRP Director or<br>Dean, EIE |
| 2.   | Integrate NOCE planning initiatives into the school-wide cycle of program review.   | TBD      | OIRP Director or<br>Dean, EIE |
| 3.   | Actively engage all constituent groups, including faculty, managers, classified staff and students with program review and integrated planning efforts.   | TBD      | Provost                       |
| 4.   | Evaluate the use of instructional methodologies that lead to accelerated learning (e.g. IBEST, UDL, dual enrollment, etc.).   | TBD      | OIRP Director                 |
| <b>Objective 2:</b> Utilize technology as a tool to measure Institutional Effectiveness.   |   |          |                               |
| 1.   | Develop tools to collect and assess data. <ul style="list-style-type: none"> <li>a. Software to support SLO assessment cycle, evaluate SLO data, and use the data to improve student learning</li> <li>b. Early Alert system</li> <li>c. ARGOS Reports and Banner 9</li> <li>d. Assessment data reports</li> <li>e. Attendance data reports</li> <li>f. Tools to evaluate the effectiveness of local initiatives</li> <li>g. Mobile app</li> <li>h. Data visualization tools</li> </ul> | TBD      | OIRP Director                 |
| <b>Objective 3:</b> Offer professional development activities to promote Institutional Effectiveness.  |   |          |                               |
| 1.   | Identify experts to train staff on the abovementioned tools using a variety of delivery methods (e.g. webinars and short videos).   | TBD      | ProD Chair                    |
| 2.   | Schedule professional development and training opportunities for MIS-related topics, such as data collection, data input, reports, and knowledge.   | TBD      | ProD Chair                    |

| GUIDED PATHWAYS  |   |          |   |
|--|---|----------|---|
| GOAL II  | <b>Create and maintain educational pathways to increase the likelihood of completion and transition to workforce, credit-bearing programs, and other educational options.</b>                                       |          |   |
| ACTION STEPS   |   | TIMELINE | CHAMPION  |
| <b>Objective 1:</b> Develop curriculum and expand offerings that promote greater transition into the workforce and credit-bearing programs and other educational options. <i>Guided Pathways Pillar: Create clear curricular pathways to employment and further education.</i> |   |          |   |
| 1.   | Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum development and alignment of courses.  | TBD      | Dean/Instructional Programs                     |
| 2.   | Partner with sister colleges to deliver transition to college course offerings.   | TBD      | BSHSD Program Director                          |
| <b>Objective 2:</b> Develop effective ways to communicate academic and career pathways to students. <i>Guided Pathways Pillar: Help students choose and enter their pathway.</i>   |   |          |   |
| 1.   | Create a visual model illustrating academic and career pathways within NOCE and beyond.   | TBD      | Dean/Instruction                                |
| 2.   | Expand self-paced career/college exploratory features in the new NOCE website and explore the use of a mobile map to enhance exploratory options for students.  | TBD      | Director of Campus Communications               |
| 3.   | Finalize career interest clusters and communicate CTE offerings to students. Use program mapping to organize the permanent website and online catalog.  | TBD      | Dean/Student Services                           |
| 4.   | Finalize the development of the Career Services Framework that streamlines and expands career services across programs and for all students, including access to career exploration software and career advisement. | TBD      | Dean/Student Services                           |
| 5.   | Develop and promote the North Orange Promise pipeline at NOCE for feeder high school students enrolling in CTE and High School programs.  | TBD      | Dean/Student Services<br>BSHSD Program Director |
| <b>Objective 3:</b> Provide intensive support to help underprepared students succeed in college-level courses. <i>Guided Pathways Pillar: Help students choose and enter their pathway.</i>  |   |          |   |
| 1.   | Develop and promote noncredit lecture-based math and English courses to be offered on college campuses.   | TBD      | BSHSD Program Director                          |
| 2.   | Expand GED program with bilingual support.  | TBD      | BSHSD Program Director                          |
| <b>Objective 4:</b> Facilitate and accelerate onboarding process of orientation, assessment, and placement. <i>Guided Pathways Pillar: Help students choose and enter their pathway.</i>   |   |          |   |
| 1.   | Further integrate the Fastrack onboarding event into regular student services.  | TBD      | SSSP Director                                   |
| 2.   | Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of mobile app to enhance exploratory options for students.                              | TBD      | Dean/Enrollment and Institutional Effectiveness |

| GUIDED PATHWAYS (cont.)   |   |          |                               |
|---|---|----------|-------------------------------|
| ACTION STEPS  |   | TIMELINE | CHAMPION                      |
| <b>Objective 5:</b> Implement support services that increase student retention and transition. <i>Guided Pathways Pillar: Help students stay on their pathway.</i>                    |   |          |                               |
| 1.  | Expand counseling and student services at offsite locations, including evening hours.   | TBD      | SSSP Director                 |
| 2.  | Expand collaboration between counselors and instructors to increase student counseling appointments and Student Educational Plans.  | TBD      | SSSP Director                 |
| 3.  | Develop an early alert system and mid-point checks for all students and programs in a CDCP.   | TBD      | OIRP Director or<br>Dean, EIE |
| 4.  | Implement a degree audit system accessible to students.   | TBD      | OIRP Director or<br>Dean, EIE |
| 5.  | As NOCE launches online classes, develop ways to offer student supports online.   | TBD      | Dean/Student Services         |
| <b>Objective 6:</b> Incorporate college and workforce readiness skills into curriculum. <i>Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.</i>   |   |          |                               |
| 1.  | Provide professional and curriculum development opportunities on New World of Work 21st Century Employability Skills.   | TBD      | ProD Chair                    |
| 2.  | Finalize and implement Program SLO Action Plan for faculty to identify and address learning gaps through curriculum modification, updated instructional models and professional development.      | TBD      | SLO Chair                     |
| 3.  | Expand work-based learning opportunities for students through the regional and local workforce development initiatives, such as enhanced classroom laboratories and work-based learning projects. | TBD      | CTE Director                  |
| <b>Objective 6:</b> Incorporate college and workforce readiness skills into curriculum. <i>Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.</i>   |   |          |                               |
| 4.  | Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning, including digital badging and e-portfolios.   | TBD      | CTE Director                  |
| <b>Objective 7:</b> Increase targeted professional development for all NOCE constituents. <i>Guided Pathways Pillar: Ensure that learning is happening with intentional outcomes.</i> |   |          |                               |
| 1.  | Increase the number of respondents to the ProD needs survey.  | TBD      | ProD Chair                    |
| 2.  | Use different methods, including remote methods, to provide professional development.   | TBD      | ProD Chair                    |
| 3.  | Offer professional development activities to all staff on NOCE pathways and transitional activities.  | TBD      | ProD Chair                    |
| 4.  | Increase participation of adjunct faculty in professional development.  | TBD      | ProD Chair                    |

| CAPACITY   |   |          |                                   |
|--|---|----------|-----------------------------------|
| <b>GOAL III</b>  | <b>Using relevant data develop evidence-based strategies to align NOCE's institutional capacity with the needs of the community within the District's service area.</b> |          |                                   |
| <b>Objective 1:</b> Enhance effectiveness of marketing and communication to promote awareness, enrollment, and partnerships. |   |          |                                   |
| ACTION STEPS   |   | TIMELINE | CHAMPION                          |
| 1.   | Develop and launch a comprehensive brand presence for the new NOCE name.  | TBD      | Director of Campus Communications |
| 2.   | Develop a redesigned website for community needs and awareness.   | TBD      | Director of Campus Communications |
| 3.   | Develop a targeted marketing and outreach plan for the NOCE service area.   | TBD      | Director of Campus Communications |
| 4.   | Develop a targeted in-reach plan for NOCE programs.   | TBD      | Director of Campus Communications |
| <b>Objective 2:</b> Expand new and emerging student services at NOCE Centers, NOCRC, and community partners.                 |   |          |                                   |
| 1.   | Develop a matrix of identified student service needs (e.g. assessment, student, and mental health centers, etc.).   | TBD      | Dean/Student Services             |
| 2.   | Prioritize list of student services. Develop a three-year timeline to implement expanded student services.  | TBD      | Dean/Student Services             |
| 3.   | Identify funding for staffing, space, furnishings, etc. of expanded student services.   | TBD      | Dean/Student Services             |
| 4.   | Identify physical locations for expanded student services. This would include space at the three NOCE Centers, NOCRC, and community partners.                           | TBD      | Deans                             |
| <b>Objective 3:</b> Develop a plan for facility improvements to best serve students.   |   |          |                                   |
| 1.   | Plan for study and student engagement space through renovation of existing facilities.  | TBD      | Deans                             |
| 2.   | Design a facility utilization plan to meet student demand and the efficiency standards.   | TBD      | Deans                             |
| 3.   | Maximize seating capacity of high-demand offerings.   | TBD      | Deans                             |

|    |   |     |                                   |
|----|---|-----|-----------------------------------|
| 1. | Develop and launch a comprehensive brand presence for the new NOCE name.  | TBD | Director of Campus Communications |
| 2. | Develop a redesigned website for community needs and awareness.           | TBD | Director of Campus Communications |
| 3. | Develop a targeted marketing and outreach plan for the NOCE service area. | TBD | Director of Campus Communications |
| 4. | Develop a targeted in-reach plan for NOCE programs.                       | TBD | Director of Campus Communications |

|    |   |     |                       |
|----|---|-----|-----------------------|
| 1. | Develop a matrix of identified student service needs (e.g. assessment, student, and mental health centers, etc.).                             | TBD | Dean/Student Services |
| 2. | Prioritize list of student services. Develop a three-year timeline to implement expanded student services.                                    | TBD | Dean/Student Services |
| 3. | Identify funding for staffing, space, furnishings, etc. of expanded student services.   | TBD | Dean/Student Services |
| 4. | Identify physical locations for expanded student services. This would include space at the three NOCE Centers, NOCRC, and community partners. | TBD | Deans                 |

|    |   |     |       |
|----|---|-----|-------|
| 1. | Plan for study and student engagement space through renovation of existing facilities.  | TBD | Deans |
| 2. | Design a facility utilization plan to meet student demand and the efficiency standards. | TBD | Deans |
| 3. | Maximize seating capacity of high-demand offerings.                                     | TBD | Deans |



### CAPACITY (cont.)

|   | ACTION STEPS   | TIMELINE | CHAMPION                          |
|---|--|----------|-----------------------------------|
| <b>Objective 4: Enhance facilities for increased safety measures.</b>   |  |          |                                   |
| 1.  | Develop tool to gather feedback on facility safety needs.  | TBD      | Campus Safety Director            |
| 2.  | Implement safety measures based on assessment results and available funding.   | TBD      | Campus Safety Director            |
| 3.  | Develop a means to gather regular and ongoing feedback from staff, students and faculty on workplace security measures.  | TBD      | Campus Safety Director            |
| 4.  | Develop a three-year action plan that covers all NOCE sites to implement appropriate work practice and physical security measures to prevent workplace violence, such as controlling the physical access to the workplace and installation of alarm systems. | TBD      | Campus Safety Director            |
| 5.  | Incorporate facilities-relevant action steps from NOCE Action Plan on Prevention of Workplace Violence into the NOCCCD Facilities Master Plan as appropriate.  | TBD      | Campus Safety Director            |
| <b>Objective 5: Review technology for maximized effectiveness, efficiency, and school-wide use.</b>   |  |          |                                   |
| 1.  | Review instructional and operational software to ensure effective and productive use.  | TBD      | IT Manager                        |
| 2.  | Develop survey tools for seeking feedback on strengths and challenges with current technology. Collect the feedback annually and incorporate results into established technology plan.   | TBD      | IT Manager                        |
| <b>EQUITY</b>   |  |          |                                   |
| <b>GOAL IV</b>  | <b>Engage in targeted efforts toward eliminating the achievement gap of disproportionately impacted groups identified in the NOCE Student Equity Plan.</b>   |          |                                   |
| <b>Objective 1: Identify essential student service gaps within the District service area and develop plans to meet those community needs.</b> |  |          |                                   |
|   | ACTION STEPS   | TIMELINE | CHAMPION                          |
| 1.  | Continue to identify student populations within NOCE, the District, and the community for specific instructional programs and services.  | TBD      | OIRP Director                     |
| 2.  | Conduct internal and external outreach targeting DI student populations.   | TBD      | Director of Campus Communications |
| 3.  | Identify and address roadblocks that impede a student's opportunity to take courses.   | TBD      | SSSP Director                     |
| 4.  | Develop and distribute a matrix of resources for various support services, such as babysitting, mental health assistance, etc.   | TBD      | Dean/Student Services             |

### EQUITY (cont.)

**Objective 2:** Implement effective strategies to engage community members whose primary language is not English.

| ACTION STEPS |   | TIMELINE | CHAMPION                          |
|--------------|---|----------|-----------------------------------|
| 1.           | Gather feedback from faculty and staff on the materials that need to be translated as well as the languages that would be most effective. | TBD      | Director of Campus Communications |
| 2.           | Establish an inventory of applicable forms, marketing materials, etc. and select the materials to be translated.                          | TBD      | Director of Campus Communications |
| 3.           | Hire a professional expert to translate materials into multiple languages and establish a timeline.                                       | TBD      | Director of Campus Communications |
| 4.           | Publish materials in multiple languages (forms/publications).   | TBD      | Director of Campus Communications |

**Objective 3:** Identify roadblocks that prevent students from completing courses and programs and/or transitioning and develop plans to increase success and transitioning.

| ACTION STEPS |  | TIMELINE | CHAMPION                  |
|--------------|--|----------|---------------------------|
| 1.           | Increase success rate for disproportionately impacted populations in courses and programs. | TBD      | SSSP Director             |
| 2.           | Increase noncredit to credit transfer rate of disproportionately impacted populations.     | TBD      | SSSP Director             |
| 3.           | Introduce Universal Design principles to curriculum and facilities design.                 | TBD      | Curriculum Chair<br>Deans |

**Objective 4:** Develop an equity-minded culture in all areas of NOCE.

| ACTION STEPS |  | TIMELINE | CHAMPION              |
|--------------|--|----------|-----------------------|
| 1.           | Increase student engagement through expansion of the NOCE student leadership program and through workshops or trainings that teach students about self-advocacy. | TBD      | Dean/Student Services |
| 2.           | Develop professional development opportunities for all NOCE faculty and staff on the topic of equity.  | TBD      | ProD Chair            |

*Key: Dean, EIE - Dean responsible for Enrollment and Institutional Effectiveness*

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES Action X  
**DATE:** May 12, 2020 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.

RETIREMENTS

|                 |    |  |
|-----------------|----|--|
| Hanson, Bruce   | FC | Philosophy Instructor<br>Eff. 05/24/2020<br>PN FCF892              |
| McGrew, Patrick | FC | Construction Technology Instructor<br>Eff. 06/01/2020<br>PN FCF813 |
| Plett, Stephen  | FC | Mathematics Instructor<br>Eff. 05/24/2020<br>PN FCF778             |
| Puma, Jessica   | CC | Foreign Language Instructor<br>Eff. 06/01/2020<br>PN CCF822        |

PHASE-IN RETIREMENT

|                       |      |  |
|-----------------------|------|--|
| Bianchino, Annie      | FC   | Chemistry Instructor<br>From: Fall 2020 100%/Spring 2021 100%<br>To: Fall 2020 50%/Spring 2021 50%<br>Eff. 08/24/2020<br>PN FCF978 |
| O'Neill, Brandan      | FC   | Physics Instructor<br>From: Fall 2020 100%/Spring 2021 100%<br>To: Fall 2020 80%/Spring 2021 80%<br>Eff. 08/24/2020<br>PN FCF708   |
| Rivera Tweedie, Giana | NOCE | Counselor<br>From: Fall 2020 90%/Spring 2021 90%<br>To: Fall 2020 95%/Spring 2021 95%<br>Eff. 07/01/2020<br>PN SCF991              |
| Vincent, Susan        | FC   | Counselor, EOPS<br>From: Fall 2020 80%/Spring 2021 80%<br>To: Fall 2020 70%/Spring 2021 70%<br>Eff. 07/01/2020<br>PN FCF708        |



Academic Personnel  
May 12, 2020

|                    |    |  |         |
|--------------------|----|--|---------|
| Jackson, Donny     | CC | Theater Technical Director and Managing<br>Director of Theater Programming | 15 days |
|                    |    | Artistic Director-Resident Theater<br>Company                              | 11 days |
|                    |    | Director of Drama/Musical Production                                       | 6 days  |
| McMillan, Jennifer | CC | Theater Technical Director and Managing<br>Director of Theater Programming | 15 days |
|                    |    | Artistic Director-Resident Theater<br>Company                              | 11 days |
|                    |    | Director of Drama/Music Production   | 6 days  |
| McMillin, Marcus   | CC | Director of Jazz/Swing Band  | 11 days |
|                    |    | Director of Concert Band, Vocal Jazz<br>Ensemble, and Chamber Singers      | 8 days  |
|                    |    | Director of Master Chorale and Jazz<br>Ensemble                            | 6 days  |
| Pinkham, Bill      | CC | Assistant Coach, Baseball  | 11 days |
| Welliver, Nancy    | CC | Head Coach, Beach Volleyball   | 13 days |

LEAVE OF ABSENCE

|                  |    |   |  |
|------------------|----|---|--|
| Mitts, Teri Lynn | CC | Radiologic Technology Instructor<br>Load Banking Leave With Pay (2.4%)<br>Eff. 2020 Spring Semester |  |
|------------------|----|---|--|

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

|             |    |   |  |
|-------------|----|---|--|
| Ford, Julie | CC | Supervising Dentist (DH Program)<br>Column 3, Step 3<br>Lab Rate, Adjunct Faculty Salary Schedule<br>Eff. Summer 2020 |  |
|-------------|----|---|--|

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** Classified Personnel

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

**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  
May 12, 2020

PROBATIONARY RELEASE

@01315033                      FC                      Instructional Aide, Cosmetology  
10-month position (50%)  
Eff. 05/01/2020  
PN FCC843

NEW PERSONNEL

Contreras, Alicia                      FC                      Student Services Specialist, Student Life  
12-month position (100%)  
Range 36, Step B  
Classified Salary Schedule  
Eff. 05/15/2020  
PN FCC916

Lee, Rebekah                      NOCE                      Testing & Assessment Specialist  
12-month position (100%)  
Range 36, Step B  
Classified Salary Schedule  
Eff. 05/15/2020  
PN SCC861

Trujillo, Ruben                      NOCE                      Testing & Assessment Specialist  
12-month position (100%)  
Range 36, Step C  
Classified Salary Schedule  
Eff. 05/15/2020  
PN SCC859

VOLUNTARY CHANGES IN ASSIGNMENT

Davis, Julia                      AC                      Human Resources Technician (100%)  
  
Temporary Change in Assignment  
To:    Human Resources Technician  
12-month position (50%)  
  
Human Resources Coordinator  
12-month Range 37C, A + PG&D  
Confidential Salary Schedule  
Eff. 05/15/2020 – 06/30/2020



Classified Personnel  
May 12, 2020

|                    |      |   |
|--------------------|------|---|
| De Santiago, Luisa | AC   | Human Resources Technician (100%)<br><br>Extension of Temporary Change in Assignment<br>To: Human Resources Technician<br>12-month position (50%)<br><br>Human Resources Coordinator<br>12-month position (50%)<br>Range 37D, Step A<br>Confidential Salary Schedule<br>Eff. 05/15/2020 – 06/30/2020          |
| Loayza, Elaine     | NOCE | Instructional Assistant (100%)<br><br>Extension of Temporary Change in Assignment<br>To: Instructional Assistant<br>12-month position (50%)<br><br>AC Human Resources Technician<br>12-month position (50%)<br>Range 36, Step E + 20% Longevity<br>Classified Salary Schedule<br>Eff. 05/15/2020 – 06/30/2020 |
| Ramirez, Fabiola   | FC   | Administrative Assistant I (100%)<br><br>Temporary Change in Assignment<br>To: Administrative Assistant II<br>12-month position (100%)<br>Range 36, Step E + 5% Longevity + PG&D<br>Classified Salary Schedule<br>Eff. 04/20/2020 – 06/30/2020  |

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT**

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** Professional Experts

|              |       |
|--------------|-------|
| Action       | X     |
| Resolution   | _____ |
| 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  
May 12, 2020

PROFESSIONAL EXPERTS

| Name                      | Site | Job Classification  | Project Title                              | Max Permitted Hours per Week | Begin      | End        |
|---------------------------|------|---------------------|--|------------------------------|------------|------------|
| Altoma, Noor              | CC   | Project Coordinator | Prep Work for Title V Transfer Coach       | 26                           | 05/01/2020 | 06/30/2020 |
| Ansari, Mohd Asim         | FC   | Technical Expert II | Chemistry Online Bootcamp                  | 10                           | 05/13/2020 | 06/30/2020 |
| Arellano-Duenas, Cristina | FC   | Technical Expert II | Distance Education Division Representative | 10                           | 01/27/2020 | 05/22/2020 |
| Campbell, Garrett         | FC   | Technical Expert II | Distance Education Division Representative | 10                           | 01/27/2020 | 05/22/2020 |
| Chan, Theodore            | FC   | Technical Expert II | Chemistry Online Bootcamp                  | 10                           | 05/13/2020 | 06/30/2020 |
| Espinosa, Timothy         | FC   | Technical Expert II | Distance Education Division Representative | 10                           | 01/27/2020 | 05/22/2020 |
| Kemp, Darnell             | FC   | Technical Expert II | Distance Education Division Coordinator    | 10                           | 04/04/2020 | 04/12/2020 |
| Salzameda, Bridget        | FC   | Technical Expert II | Chemistry Online Bootcamp                  | 10                           | 5/13/2020  | 06/30/2020 |
| Sampson, Kevin            | FC   | Technical Expert II | Distance Education Division Representative | 10                           | 01/27/2020 | 05/22/2020 |
| Shahin, Mohammad          | FC   | Technical Expert II | Chemistry Online Bootcamp                  | 10                           | 5/13/2020  | 06/30/2020 |
| Thrift-Johnson, Anastasia | CC   | Project Coordinator | CTE/SWP Communication and Marketing        | 26                           | 04/20/2020 | 05/22/2020 |

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** May 12, 2020  
**SUBJECT:** CSEA Chapter #167 Reopeners for 2020/2021

|              |       |
|--------------|-------|
| Action       | _____ |
| Resolution   | _____ |
| Information  | X     |
| Enclosure(s) | X     |

**BACKGROUND:** The collective bargaining agreement between CSEA Chapter #167 and the District provides that during a multiple-year agreement, either party shall have the right to reopen the agreement each fiscal year on one article of the agreement. CSEA Chapter #167 has submitted the attached reopeners.

**How does this relate to the five District Strategic Directions?** 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 and Administrative Policies 2610, Presentation of Initial Collective Bargaining Proposals.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the attached reopener proposal by CSEA Chapter #167 to the District be received by the Board and that a public hearing on this proposal be set for May 26, 2020.

Irma Ramos

Recommended by

Approved for Submittal

5.d.1

Item No.



AFL-CIO

California  
School  
Employees  
Association

[www.csea.com](http://www.csea.com)

Member of the AFL-CIO

*The nation's largest  
independent classified  
employee association*

*Member of the National  
Association of Classified  
School Employees  
(NACSE), representing  
independent public  
employees throughout the  
nation*

Initial Contract Reopener of  
THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
And Its  
North Orange County Community College District Chapter 167  
2020-21  
April 20, 2020

The California School Employees Association and its North Orange County Community College District Chapter 167 (CSEA), in accordance with Article 26 Negotiations of the Collective Bargaining Agreement (CBA) notifies the North Orange County Community College District (District) of CSEA's intent to modify or amend the CBA and negotiate per Article 26.5.

CSEA desires to alter or amend the following articles as indicated and is presenting our proposal for public discussion in accordance with Government Code §3547:

Article 9 – Pay and Allowances

CSEA has an interest in an increase to the Classified salary schedule.

Article 11 – Employee Benefits

CSEA has an interest in increasing health and welfare benefits.

Article 13 – Holidays

CSEA has interested in clarifying holiday compensation for bargaining unit members with assigned work partially on a holiday.

CSEA reserves the right to open additional articles mutually agreed upon by CSEA and the District.

Please do not hesitate to contact me should you have any questions.

Sincerely,

Dawnmarie Neate  
President CSEA Chapter 167  
[Presidentcseal67@outlook.com](mailto:Presidentcseal67@outlook.com)

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** May 12, 2020  
**SUBJECT:** District Reopeners to CSEA Chapter #167 for 2020/2021

|              |       |
|--------------|-------|
| Action       | _____ |
| Resolution   | _____ |
| Information  | X     |
| Enclosure(s) | X     |

**BACKGROUND:** The collective bargaining agreement between CSEA Chapter #167 and the District provides that during a multiple-year agreement, either party shall have the right to reopen the agreement each fiscal year on one article of the agreement. The District has submitted the attached reopeners.

**How does this relate to the five District Strategic Directions?** 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 and Administrative Policies 2610, Presentation of Initial Collective Bargaining Proposals.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the attached reopener proposal by the District to CSEA Chapter #167 be received by the Board and that a public hearing on this proposal be set for May 26, 2020.

Irma Ramos

Recommended by

Approved for Submittal

5.e.1

Item No.



NORTH ORANGE COUNTY  
COMMUNITY COLLEGE DISTRICT

Greatness. Achieved.

**Office of Human Resources**

**INTRADISTRICT CORRESPONDENCE**

To: Dawnmarie Neate, President, CSEA Chapter 167  
From: Julie Kossick, Associate Vice Chancellor, Human Resources  
Date: May 5, 2020  
Subject: CSEA Reopener Negotiations - 2020-2021

Pursuant to the provisions of Article 26 of the Agreement between CSEA Chapter 167 and the District, this will serve as notice of the District's proposed contract reopeners on wages, health and welfare benefits, and any one article of the agreement.

The District proposes the following for successor negotiations:

Article 9 – Pay and Allowances

Achieve a salary agreement that is fair and reasonable within the context of the District's current budget environment.

Article 11 – Employee Benefits

Modify language regarding Fringe Benefits, Insurance and Benefits committee

Article 10 – Hours and Overtime

Modify language in the article to provide clarity and instruction to bargaining unit members.

*The District reserves the right to make proposals concerning other articles and issues as it deems necessary and appropriate. Additional subjects of meeting and negotiating arising after the presentation of this initial proposal shall be made public within 24 hours pursuant to Government Code section 3547(d).*

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

|                 |  |              |                   |
|-----------------|--|--------------|-------------------|
| <b>TO:</b>      | BOARD OF TRUSTEES  | Action       | <u>    X    </u>  |
| <b>DATE:</b>    | May 12, 2020   | Resolution   | <u>          </u> |
|                 |  | Information  | <u>          </u> |
| <b>SUBJECT:</b> | Chapter 6, Business and Fiscal Affairs<br>Revised Board Policy 6320, Investments | Enclosure(s) | <u>    X    </u>  |

**BACKGROUND:** Section 3.2 of Board Policy 6320, Investments, delegates investment authority to the Vice Chancellor, Finance and Facilities, for a one-year term, subject to review and renewal. Board Policy 6320 was originally adopted on February 12, 2002 and last revised on May 9, 2017. Section 3.2 of the policy states:

The Board of Trustees delegates investment authority to the Vice Chancellor, Finance and Facilities, for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor (“Advisor”) for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

**How does this relate to the five District Strategic Directions?** This item responds to District 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 accordance with Board Policy 2410, Board Policies and Administrative Procedures, and Board Policy 6320, Investments.

**FUNDING SOURCE AND FINANCIAL IMPACT:** This item is to re-adopt the revised Investment Policy which would govern all District investments, with the exception of the OPEB Irrevocable Trust.

**RECOMMENDATION:** It is recommended that the Board re-adopt Board Policy 6320, Investments.

Cheryl Marshall  
Recommended by

Approved for Submittal

6.a.1  
Item No.



## **BP 6320 Investments**

Reference:

**Government Code Section 53600 et seq.**

- 1.0 **Investment Philosophy:** It is the policy of the North Orange County Community College District ("District") to invest surplus monies not required for immediate necessities in a manner which will provide the maximum security of principal invested with secondary emphasis on achieving the highest yield while meeting the daily cash flow needs of the District and conforming to all applicable State and County statutes governing the investment of public funds.
  - 1.1 All District funds adhere to this policy, with the exception of the Other Post Employment Benefit Irrevocable Trust, that was established to fund retiree health benefits, and that is governed by a separate Investment Policy Statement which is available on the District website.
- 2.0 **Objectives:** The primary objectives, in priority order, of the District's investment activities shall be:
  - 2.1 Safety of Principal: Safety of principal is the foremost objective of the District. Investments shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio.
  - 2.2 Liquidity: Liquidity is the second most important objective of the District. The District's investments will be sufficiently liquid to enable it to meet all operating requirements that might be reasonably anticipated. "Liquidity" refers to the ability to sell at any given moment with a minimal chance of losing some portion of principal or interest.
  - 2.3 Yield: Yield is the third most important objective of the District. The District's investments shall be designed to attain a short-term current market rate of return throughout budgetary and economic cycles.
- 3.0 **Delegation of Authority:**
  - 3.1 The Board of Trustees of the North Orange County Community College District ("the Board") is responsible for establishing the investment policy and ensuring investments are made in compliance with this policy. The Investment Committee is charged with the responsibility of renewing the investment policy and recommending modifications to the Board.
  - 3.2 The Board of Trustees delegates investment authority to the Vice Chancellor Finance and Facilities for a one-year term. Subject to review, this delegation may be renewed pursuant to this section each year. The Chancellor is ultimately responsible for compliance with this policy. The District may employ the services of a Registered Investment Advisor ("Advisor") for implementing the policy. This policy will be reviewed and approved at least annually by the Board.

## **BP 6320 Investments**

### **4.0 Prudence:**

4.1 The standard of prudence to be used in the investment function shall be the “prudent investor” standard and shall be applied in the context of managing the overall portfolio. This standard states “investment shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as the expected income to be derived.”

4.2 The Chancellor, Vice Chancellor Finance & Facilities, or the Advisor, acting in accordance with written procedure and this policy, shall not be held personally liable for a specific security’s credit risk or market price change, provided that any unexpected deviations are reported in a timely manner and that appropriate action is taken to control adverse developments.

5.0 **Ethics and Conflicts of Interest:** Trustees, employees and investment officials involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions. Trustees, employees and investment officials shall disclose any material financial interests in financial institutions that conduct business within this jurisdiction, and they shall further disclose any large personal financial/investment position that could be related to the performance of the District’s portfolio.

6.0 **Authorized Investments:** To the extent not inconsistent with the objectives stated above and Investment Restrictions outlined below, all monies shall be invested according to the following guidelines:

6.1 Fund Segmentation: Given the various natures of the Fund’s obligations, a certain portion of the Fund should be allocated to a short duration/maturity fixed income portfolio while the remainder should be invested with an objective of higher, longer-term returns. The Fund’s allocation to the short duration/maturity fixed income portfolio should be conservatively based on an actuarial assessment of the Fund’s expected cash needs for withdrawals and benefits. The Chancellor, Vice Chancellor Finance and Facilities and the Board should review this allocation at least annually. Guidelines and restrictions for each approved investment portion are described below.

6.2 Maximum Maturity. Restrictions of the maximum maturity will vary on the different styles employed:

6.2.1 Short Duration/Maturity Fixed Income: Investments in the short duration/maturity portfolio are subject to a maximum stated term of three years. Term or tenure shall mean the remaining time to maturity when purchased.

## **BP 6320 Investments**

6.2.2 Core Fixed Income: Investments in the core fixed income style are restricted to five year terms to maturity. Term or tenure shall mean the remaining time to maturity when purchased.

### 6.3 Permitted Investments:

6.3.1 State of California Local Agency Investment Fund (LAIF): LAIF is a pooled fund managed by the State Treasurer whose permitted investments are identified in the Government Code Section 16429.2.

6.3.2 Orange County Investment Pool (OCIP): Orange County Treasury Investment Pool is managed by the Orange County Treasurer whose permitted investments are identified in Government Code 53600, et.seq.

6.3.3 U.S. Treasuries: United States Treasury notes, bonds, bills, or certificates of indebtedness, for which the full faith and credit of the United States are pledged for the payment of principal and interest.

6.3.4 Federal Agencies: Obligations, participations, or other instruments, including those issued by or guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.

6.3.5 Corporate Notes: Corporate and depository institution debt securities issued by corporations organized and operating within the United States or depository institutions licensed by the United States or any state and operating within the United States. Notes eligible for investment under this subdivision shall be rated "A" or better. The maximum remaining maturity shall be five years or less and shall not exceed 30% of the District's investments. Furthermore, no more than 10% is to be invested in any one company.

6.3.6 Asset-Backed Securities: Any mortgage pass-through security, collateralized mortgage obligation, or other pay through bond, equipment lease-backed certificate, or consumer receivable pass-through certificate, consumer receivable back bond. Securities eligible for investment under this subdivision shall be issued by an issuer having an "A" or higher rating for the issuer's debt as provided for by a nationally recognized rating service. For maturity purposes the average life of the securities return of principal will be used as the implied maturity and will not exceed five years. The investments shall not exceed 20% of the District's investments.

6.3.7 Commercial Paper: Commercial paper of "prime" quality of the highest ranking or of the highest letter and number rating as provided for by a nationally recognized statistical-rating organization (NRSRO). The entity that issues the commercial paper shall meet all of the following conditions: (1) Is organized and operating in the United States as a general corporation, (2) has total assets in excess of five hundred million dollars (\$500,000,000), and (3) has debt other than commercial paper, if any, that is rated "A" or higher by a nationally recognized statistical-rating

## **BP 6320 Investments**

organization; or (1) Is organized within the United States as a special purpose corporation, trust, or limited liability company, (2) has program-wide credit enhancements including, but not limited to, over-collateralization, letters of credit, or surety bond, and (3) has commercial paper that is rated “A-1” or higher, or the equivalent, by a nationally recognized statistical-rating organization (NRSRO). Eligible paper shall have a maximum maturity of 270 days or less. The District shall not invest more than 25% of their money in eligible commercial paper. Furthermore, the District shall not purchase more than 10% of the outstanding commercial paper of any single issuer.

- 6.3.8 Negotiable Certificates of Deposit: Negotiable certificates of deposit issued by a nationally or state-chartered bank or state or federal association with total assets of at least one billion dollars or by a state-licensed branch of a foreign bank, provided such foreign bank is one of the 75 largest foreign banks in terms of total assets. The investments shall not exceed 30% of the District’s investments.
- 6.3.9 Repurchase Agreements: Investments in repurchase agreements (pursuant to section 53601(i) “repurchase agreement”) means a purchase of securities pursuant to an agreement by which the seller will repurchase the securities on or before a specified date and for a specified amount and will deliver the underlying securities to the District by book entry, physical delivery, or by third party custodial agreement. The term of repurchase agreements shall be for one year or less. The term “securities” for the purposes of repurchase agreements shall mean securities issued or guaranteed by the U.S. Government and its agencies or instrumentalities. The Investment Restrictions enumerated below shall further limit such securities. With respect to any repurchase agreement the District will require the seller to maintain the market value of such securities that underlie the repurchase agreement at 102% of the repurchase price (including accrued interest). Furthermore, the investments provided should have certain standards of qualifications (i.e. the highest short-term rating or AA rating).
- 6.3.10 Bankers Acceptances: Known as bills of exchange or time drafts that are drawn on and accepted by a commercial bank. Purchases of bankers acceptances may not exceed 180 days maturity or 40 percent of the District’s money that may be invested pursuant to this section. However, no more than 10 percent of the District’s money may be invested in the bankers acceptances of any one commercial bank pursuant to this section.
- 6.3.11 Money Market Fund: Shares of beneficial interest issued by diversified management companies that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940.
- 6.3.12 If additional types of securities are approved for investment by public funds by State Statute, they will not be eligible for investment by the District until

**BP 6320 Investments**

this policy is amended and the amendment is passed by the Board. (Calif. Govt. Code Sect 53600, et. seq.)

6.4 Investment Restrictions And Prohibited Transactions. The following types of transactions are restricted or prohibited:

6.4.1 Borrowing for investment purposes (“Leverage”) is prohibited.

6.4.2 Reverse Repurchase Agreements, as defined by California Government Code Sections 53601(i) and 53636(i) or otherwise are prohibited.

6.4.3 The District shall not invest in instruments known as Structured Notes (e.g. inverse floaters, range notes, mortgage-derived, interest-only strips, leveraged floaters, structured certificate, or deposit, equity-linked securities) or any security that could result in zero interest accrual if held to maturity. Investment in any instrument which is commonly considered a “derivative” instrument (e.g. options, futures, swaps, caps, floors, collars) is prohibited.

6.4.4 No more than 10% of total assets may be invested in securities of any one issuer with the exception of LAIF, the OCIP or obligations of the U.S. Government and its agencies or instrumentalities.

6.4.5 All investments will be U.S. dollar denominated.

6.4.6 Securities that are downgraded below the minimum acceptable rating levels should be reviewed for possible sale within a reasonable amount of time following a downgrade.

7.0 **Diversification:** It is the policy of the District to diversify its investment portfolio. Within each investment style, invested funds shall be diversified to minimize the risk of loss resulting from over concentration of assets in a specific maturity, specific issuer, or specific class of securities. Diversification strategies shall be established and periodically reviewed. At a minimum, diversification standards by security type and issuer shall be:

|     |  |                  |
|-----|--|------------------|
| 7.1 | State of California Local Agency Investment Fund (LAIF)  | 100%             |
| 7.2 | Orange County Investment Pool  | 100%             |
| 7.3 | U.S. Treasuries and securities having principal and interest guaranteed by the U.S. Government | 100%             |
| 7.4 | U.S. Government agencies, instrumentalities and government sponsored enterprises               | no more than 50% |
| 7.5 | Corporate notes  | no more than 30% |
| 7.6 | Asset-backed securities  | no more than 20% |

**BP 6320 Investments**

- |      |  |                  |
|------|--|------------------|
| 7.7  | Commercial Paper   | no more than 25% |
| 7.8  | Fully insured or collateralized CD's   | no more than 30% |
| 7.9  | Negotiable Certificates of Deposit   | no more than 30% |
| 7.10 | Repurchase Agreements  | no more than 50% |
| 7.11 | Bankers Acceptances  | no more than 40% |
| 7.12 | Money Market Fund  | no more than 10% |
| 7.13 | The Chancellor, Vice Chancellor Finance and Facilities, or the designated investment advisor shall also be required to diversify maturities, and to the extent possible, will attempt to match investments with anticipated cash flow requirements. Matching maturities with cash flow dates will reduce the need to sell securities prior to maturity, thus reducing market risk. |                  |

**8.0 Authorized Financial Dealers And Institutions:**

- 8.1 The Chancellor, Vice Chancellor Finance and Facilities, or Investment Advisor may place orders for the execution of transactions with or through such brokers, dealers, banks and repurchase agreement counterparties as may be selected from an approved list of broker/dealers.
- 8.2 The District or the Advisor shall maintain a list of broker/dealers that are authorized to provide investment services to the District. Institutions shall provide their most recent "Consolidated Report of Condition" (call report) at the request of the District. At a minimum, the District or the Advisor shall conduct an annual evaluation of each institution's creditworthiness to determine whether it should be on the "Qualified Institution" listing.

**9.0 Performance Evaluation:**

- 9.1 The investment portfolio shall be designed with the objective of obtaining a rate of return throughout budgetary and economic cycles commensurate with the investment risk constraints and the cash flow needs of the District.
- 9.2 The District shall maintain an active investment strategy. Given this strategy, the basis used by the Vice Chancellor Finance and Facilities to determine whether market yields are being achieved shall be to identify a comparable benchmark upon establishing the structure of the portfolio.

**10.0 Reporting:**

- 10.1 The Chancellor, Vice Chancellor Finance and Facilities, and the Advisor shall submit a monthly list of transactions to the Board of Trustees and quarterly reports to the Investment Committee and the Board of Trustees. The quarterly report shall state compliance of the portfolio to the statement of investment policy or the

## **BP 6320 Investments**

manner in which the portfolio is not in compliance.

- 10.2 The monthly reports shall include the type of investment, issuer, date of maturity, par and dollar amount invested on all securities, market value as of the date of the report, and shall include the source of this same valuation.
- 11.0 **Safekeeping and Custody:** All funds managed by an investment advisor shall be held by a third party custodian. All security transactions, including collateral for repurchase agreements, entered into by the District shall be conducted on a delivery-versus-payment (DVP) basis. All securities will be held by a third-party custodian except for LAIF, OCIP and money market fund because these securities are not deliverable. The Treasurer shall maintain evidence of delivery. Securities shall be held by a third party custodian designated by and approved by the Investment Committee. The third party custodian shall be required to issue a safekeeping statement to the District listing the specific instrument, rate, maturity and other pertinent information.
- 12.0 **Collateralization:** In order to anticipate market changes and provide a level of additional security for all funds, collateralization shall be required on the following types of investments:
- 12.1 Repurchase Agreements: For repurchase agreements, the minimum collateralization level shall be 102% of the market value of principal and accrued interest.
- 13.0 **Bond Proceeds:** The investment of bond proceeds shall be governed by the bond documents relevant to each specific bond issuance and the County Investment Policy Statement. If the bond documents are silent as to permitted investments, then this policy shall govern the investment of bond proceeds. In such case, Guaranteed Investment Contracts (GICs) shall be deemed permitted investments, solely for the purpose of bond proceeds and shall be limited in the following manner (1) investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "AA-" and "Aa3" by S&P and Moody's, respectively or (2) collateralized investment agreements with providers with claims-paying, financial strength, or whose obligations are fully guaranteed by a company, rated at least "A-" and "A3" by S&P and Moody's, respectively.

**Date of Adoption:** May 14, 2019 Re-adopted  
May 8, 2018 Re-adopted  
May 9, 2017 Re-adopted  
May 13, 2014 Re-adopted  
May 14, 2013 Re-adopted  
May 8, 2012 Re-adopted  
April 26, 2011 Re-adopted  
February 12, 2002

**Date of Last Revision:** May 10, 2016  
June 14, 2005

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** Board Member Compensation

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

**BACKGROUND:** The Board of Trustees adopted revised Board Policy 2725, Board Member Compensation, at its July 22, 2003 meeting. Only once, in June 13, 2006, has the Board ever granted itself a five percent raise. The Student Trustees were last granted a raise in June 26, 2007. In accordance with Education Code Sections 1090, 35120, and 72425, Section 3.0 of Board Policy 2725 states:

The Board may, on an annual basis, increase the compensation of Board Members by up to five percent. However, any increase is subject to rejection in a referendum by a majority of the voters in the District.

**How does this relate to the five District Strategic Directions?** This item responds to District 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 accordance with Board Policy 2725, Board Member Compensation.

**FUNDING SOURCE AND FINANCIAL IMPACT:** This would be funded through the General Fund.

**RECOMMENDATION:** It is recommended that the Board consider whether an increase to compensation for Board members is desirable at this time.

Cheryl Marshall  
\_\_\_\_\_  
Recommended by

\_\_\_\_\_  
Approved for Submittal

6.b  
\_\_\_\_\_  
Item No.



# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES

**DATE:** May 12, 2020

**SUBJECT:** Resolutions  
Biennial Trustee Election

|              |   |
|--------------|---|
| Action       | X |
| Resolution   | X |
| Information  |   |
| Enclosure(s) | X |

**BACKGROUND:** Four seats on the Board of Trustees are subject to the consolidated election to be held on November 3, 2020. The Board of Trustees must adopt a resolution in the form suggested by the Office of the Orange County Superintendent of Schools to inform the Orange County Superintendent of Schools and the Los Angeles Registrar/Recorder County Clerk of the Specifications of the Election Order for the Biennial Governing Board Election to be held on Tuesday, November 3, 2020, and to order the consolidation of said election in accordance with Education Code §5304.

The four seats subject to this election are the following:

| Incumbent          | Trustee Area |
|--------------------|--------------|
| Ed Lopez           | 2            |
| Vacant Seat        | 4            |
| Jacqueline Rodarte | 5            |
| Ryan Bent          | 7            |

**How does this relate to the District’s Five Strategic Directions?** Not applicable.

**How does this relate to Board Policy:** This item is in compliance with Board Policy 2100, Board Elections.

**FUNDING SOURCE AND FINANCIAL IMPACT:** This would be funded through the General Fund.

**RECOMMENDATION:** It is recommended that the Board adopt Resolutions No. 19/20-21 and No. 19/20-22, Order of Biennial Trustee Election and Specifications of the Election Orders, and that the resolutions be submitted to the Orange County Superintendent of Schools and the Los Angeles Registrar/Recorder County Clerk.

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



**RESOLUTION NO. 19/20-21 AND ORDER OF BIENNIAL TRUSTEE ELECTION  
AND SPECIFICATIONS OF THE ELECTION ORDER**

WHEREAS, the election of governing board members is ordered by law pursuant to §5000 of the Education Code to fill the office of members whose terms expire on December 11, 2020, next succeeding the election,

NOW BE IT RESOLVED that pursuant to the authority of Education Code §5304 and §5322, the County Superintendent of Schools, Orange County, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 3, 2020.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code Sections 5340 and 5342.

Dated this 12<sup>th</sup> day of May 2020.

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Secretary of Said Board

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



**RESOLUTION NO. 19/20-22 AND ORDER OF BIENNIAL TRUSTEE ELECTION  
AND SPECIFICATIONS OF THE ELECTION ORDER**

WHEREAS, the election of governing board members is ordered by law pursuant to §5000 of the Education Code to fill the office of members whose terms expire on December 11, 2020, next succeeding the election,

NOW BE IT RESOLVED that pursuant to the authority of Education Code §5304 and §5322, the Los Angeles Registrar/Recorder County Clerk, is hereby informed of the specifications of the election order for the forthcoming Biennial Governing Board Election to be held on Tuesday, November 3, 2020.

The County Superintendent is further ordered to consolidate this election in accordance with Education Code Sections 5340 and 5342.

Dated this 12<sup>th</sup> day of May 2020.

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Secretary of Said Board

# NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

**TO:** BOARD OF TRUSTEES  
**DATE:** May 12, 2020  
**SUBJECT:** Future Board Agenda Items

|              |               |
|--------------|---------------|
| Action       | _____         |
| Resolution   | _____         |
| Information  | _____ X _____ |
| Enclosure(s) | _____         |

**BACKGROUND:** At the June 2018 Board and Chancellor planning retreat, the group discussed how to make Board meetings more effective and efficient. As a result of that discussion, it was agreed that a new *Future Board Agenda Items* section would be included in Board meeting agendas to provide an opportunity for trustees to discuss the possibility of adding topics or items of interest to future agendas.

This information item is presented to allow for discussion on any potential future Board agenda items.

**How does this relate to the five District Strategic Directions?** This item responds to District 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 accordance with Board Policy 2310, Regular Meetings of the Board and Board Policy 2340, Agendas.

**FUNDING SOURCE AND FINANCIAL IMPACT:** Not applicable.

**RECOMMENDATION:** It is recommended that the Board discuss any potential future Board agenda items.

**UNAPPROVED**  
MINUTES OF THE REGULAR MEETING  
OF THE BOARD OF TRUSTEES OF THE  
NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

April 28, 2020

The Board of Trustees of the North Orange County Community College District met for its Regular Meeting on Tuesday, April 28, 2020, at 5:30 p.m. via Zoom teleconference and YouTube livestream.

President Ryan Bent called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance to the Flag.

**TRUSTEE ROLL CALL:** Present: Ryan Bent, Stephen T. Blount, Jeffrey P. Brown, Barbara Dunsheath, Ed Lopez, Jacqueline Rodarte, and Student Trustees Ester Plavdjian and Chloe Reyes. Absent: None.

**RESOURCE PERSONNEL PRESENT:** Cheryl Marshall, Chancellor; Fred Williams, Vice Chancellor, Finance & Facilities; Irma Ramos, Vice Chancellor, Human Resources; Cherry Li-Bugg, Vice Chancellor, Educational Services & Technology; Greg Schulz, President, Fullerton College; JoAnna Schilling, President, Cypress College; Valentina Purtell, President, North Orange Continuing Education; Kai Stearns Moore, District Director, Public & Governmental Affairs; Lisa Gaetje, representing the District Management Association; Tina McClurkin, representing the North Orange Continuing Education Academic Senate; Craig Goralski, representing the Cypress College Academic Senate; Kim Orlijan, representing the Fullerton College Faculty Senate; Christie Diep, representing United Faculty; Dawnmarie Neate, representing CSEA; Lauren Mata, representing Adjunct Faculty United; and Alba Recinos, Recording Secretary.

**OTHER ADMINISTRATORS AND EMPLOYEES PRESENT:** Paul de Dios and Alex Porter from Cypress College; Gil Contreras, Rod Garcia, Jose Ramon Nuñez, and Joe Ramirez from Fullerton College; Karen Bautista and Terry Cox from North Orange Continuing Education; and Danielle Davy and Julie Kossick from the District Office.

**VISITORS:** Public participation was provided via YouTube livestream.

**COMMENTS: MEMBERS OF THE AUDIENCE:** The following public comments were received via email and were read into the record by the Recording Secretary:

- A. **Simone Brown Thunder**, District Manager of Human Resources, submitted a statement in support of the reclassification of **Julie Kossick** to Associate Vice Chancellor of Human Resources which followed the District's classification review process designed to provide a mechanism to address and compensate employees for changes to their positions. Ms. Brown Thunder served on the review committee and noted that the committee determined that Ms. Kossick performs duties that exceed her current job description. If the reclassification is not approved, the work would need to be performed by outside counsel at a cost far exceeding the proposed salary increase, and would disregard approved District procedures.

(See Supplemental Minutes #1253 for a copy of the statement.)

**BLOCK VOTE APPROVAL OF NON-PERSONNEL ITEMS:** It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Barbara Dunsheath that the following non-personnel items be approved by block vote:

Finance & Facilities: 3.a, 3.b

Instructional Resources: 4.a

**Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

**BLOCK VOTE APPROVAL OF PERSONNEL ITEMS:** It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath that the following personnel items be approved by block vote:

Human Resources: 5.a, 5.b, 5.c, 5.d

**Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

## COMMENTS

- A. **Fred Williams** expressed his appreciation of District payroll staff who continue working from home and are on track to have the April payroll done on time. He also reported that the State Chancellors' Office will allow districts to submit a combined Initial Project Proposal (IPP) and Final Project Proposal (FPP) which is rare.
- B. **Valentina Purtell** reported that NOCE developed and released \$40,000 in emergency relief assistance for students and had received over 1,000 applications within 48 hours. She also highlighted NOCE's participation in the Educational and Facilities Master Plan (EFMP) process including hosting a virtual forum and the development of the Career Resource Center, which operates as a virtual student success center.
- C. **JoAnna Schilling** reported that Cypress College has identified their 2020 Presidential Scholars of Distinction, that faculty have moved 97% of classes to be fully remote, and that Cypress College has been ranked number three in the nation by a new college ranking system called College Consensus. Dr. Schilling shared that the College has given over \$36,000 to their students through their foundation and student equity funding, and is in the process of finalizing CARES stimulus package funding. She also shared that *Yom Hashoah* will take place on April 29 virtually via Zoom and Facebook Live.
- D. **Greg Schulz** expressed his pride in Fullerton College students, faculty, and staff who continue to be resilient and lead with love and highlighted Phi Theta Kappa who launched a student support group. Dr. Schulz reported that students can access a Pathways of Hope Fullerton community food hub and the Hungry Hornets food service, in partnership with Sodexco, which served over 400 students in the first week. He thanked Vice Presidents **Rod Garcia** and **Gil Contreras**, classified

professionals, including campus safety and maintenance and operations, faculty, and managers who participated in the food distribution to help students.

- E. **Lisa Gaetje** reported that managers districtwide have been working diligently to identify course scheduling, implementation of services, and instruction for the current semester and beyond. In light of that work, DMA committee work was temporarily put on the back burner, but has begun to regroup and will carry over in the new year. She also announced that **Lisa McPheron** will be the new DMA President in July.
- F. **Craig Goralski** reported that the Cypress College Academic Senate met and discussed: a Fine Arts division request that improvements and maintenance costs for the theater be shared and drawn from campus and district funds; concern from the SEM division that faculty might be compelled to return to campus before it is safe to do so; an updated draft of the EFMP; and recommendations on the EW and Pass/No Pass options.

Dr. Goralski shared that in light of the immense effort of all faculty over the last two months due to COVID-19, the Academic Senate opted to not single out one faculty member for the outstanding full-time and part-time faculty awards, but give the awards to all faculty and the corresponding monetary awards would be returned to the College Foundation to support students in need. The Senate unanimously selected **Katherine McAllister**, Distance Education Coordinator, for the Charger Award which recognizes excellence outside of the classroom.

- G. **Kim Orlijan** expressed her pride in Fullerton College faculty who continue to strive to improve their knowledge and skills to deliver remote instruction in order to help students succeed. She praised the campus distance education and online training certificate teams for their work in retooling the certificate program which currently has 130 faculty enrolled.
- H. **Christie Diep** reported that United Faculty distributed an equity survey to members regarding the impact of COVID-19, that faculty remain united and organized in the midst of transitioning to distance education in three days, and appalled by the failure of the District to provide COLA increases over the last three years. She stated that the creation of a new executive vice chancellor position outside of any public transparency or hiring process represents an about face to the goals and values the District professes. She alleged that United Faculty continues to be sidelined by management concerning legally binding contractual obligations.
- I. **Dawnmarie Neate** highlighted the dedication of campus safety, academic computing, and information services staff who have gone above and beyond what was expected of them and are the District's frontline essential workers. She stated that classified staff continue to express concern over expected workload, lack of equipment, and the burden of being at the "bottom of the hill." She asked that people extend grace and realize that services are not going to be the same as they were on-site because that is not possible.
- J. **Lauren Mata** reported that Adjunct Faculty United has moved their offices to the Anaheim Campus, hired **Bobbi Lee Smart** as their new Executive Director, and conducting a special election where she is running unopposed for President. She

noted that negotiations are continuing on matters related to COVID-19, successor contracts, and rehire rights.

- K. **Student Trustee Chloe Reyes** reported that the Fullerton College Associated Students election polls are currently open online and will close on April 30. She also expressed her gratitude for faculty for their dedication and creativity.
- L. **Student Trustee Ester Plavdjian** reported that Cypress College Associated Students elections will take place May 4-7 online.
- M. **Trustee Barbara Dunsheath** wished President **Greg Schulz** a happy birthday. She shared a couple of student emails that she received in order to highlight the need to be patient and help one another during these unusual times, and quoted **Fred Rogers**, that in times of trouble we must “look for the helpers.”
- N. **Trustee Jacqueline Rodarte** reported on her participation on the weekly CCLC Trustee Webinar which included discussion on CARES Act funding and referenced a city of Anaheim GIS map that identifies available resources which she requested be circulated to interested staff.
- O. **Trustee Stephen T. Blount** reported on his activities during the quarantine.
- P. **Trustee Ryan Bent** thanked everyone for their efforts in response to the pandemic and for participating in the meeting.

**MINUTES:** It was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount to approve the Minutes of the Regular Meeting of April 14, 2020. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian’s advisory votes.**

## **FINANCE & FACILITIES**

**Item 3.a:** By block vote, authorization was granted to enter into a service agreement with Westberg White Architects to serve as Campus Architect at Fullerton College in an amount not to exceed \$200,000 per fiscal year. If additional services are required, staff will bring additional agenda items to the Board. Proposals will be obtained for specific projects, and fees will be billed based on the hourly rate fee structure of Westberg White Architects. The term of the agreement shall be for a period of three years effective July 1, 2020, through June 30, 2023, with an option to extend for an additional two-year period.

Further authorization was granted for the Vice-Chancellor, Finance & Facilities, or District Director, Purchasing to execute the agreement on behalf of the District.

**Item 3.b:** By block vote, authorization was granted for Fullerton College to accept donations to its divisions, departments, and programs.

**Item 3.c:** It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Jacqueline Rodarte to enter into an agreement with Stamats Communications, Inc. in the amount not to exceed \$175,000 for services and development of a digital marketing campaign program



for enrollment growth to recruit new adult students for sustaining long-term growth at NOCE. The timeline for the project will be May 1, 2020–February 28, 2021.

During the discussion, Trustee Jeffrey P. Brown shared concerns with initiating a digital marketing campaign contract during such uncertain times when it remains unknown which programs and classes will be offered, and how the campaign's effectiveness would be evaluated. He recommended waiting six months for the situation to stabilize.

President Purtell provided an overview of the contract's timeline, shared that the timeline had been carefully designed to cover two NOCE semesters and registration periods, and that NOCE will continue to offer core programs despite remote instruction taking place. Ms. Purtell also addressed questions regarding the tracking of enrollment based on media, the dollar amount being used for media buys vs. agency proceeds, and whether the running of advertisements can be delayed. Subsequent to the clarification, the **motion carried with Trustees Bent, Blount, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes, and Trustee Brown voting no.**

Further authorization is was granted for the Vice Chancellor, Finance and Facilities, or the District Director of Purchasing, to execute any agreement on behalf of the District.

## **INSTRUCTIONAL RESOURCES**

**Item 4.a:** By block vote, authorization was granted to approve the District's intention to apply for the FEMA Public Assistance grant available for the FEMA-4482-DR-CA California COVID-19 Pandemic and to seek reimbursement of allowable expenses under the this program through the California Governor's Office of Emergency Services (Cal OES) and approve the Designation of Subrecipient's Agent Resolution (Cal OES Form 130) for disaster number 4482-DR-CA.

Further authorization was granted to authorize the Chancellor, or designee to sign the form and any related documents, indicating approval by the Board of Trustees.

## **HUMAN RESOURCES**

**Item 5.a:** By block vote, authorization was granted for the following academic personnel matters which are within budget:

### EXTENSION OF TEMPORARY MANAGEMENT CONTRACT

|                  |    |   |
|------------------|----|---|
| Ayon, Carlos     | FC | Interim Dean, Business, CIS & Economic Workforce Development<br>Range 32, Column G (100%)<br>Management Salary Schedule<br>Eff. 07/01/2020-12/31/2020 |
| Timmermans, Dana | FC | Interim Director, Behavioral Health Services<br>Range 20, Column G (100%)<br>Management Salary Schedule<br>Eff. 07/01/2020-04/23/2021                 |

ADDITIONAL DUTY DAYS @ PER DIEM

|                  |    |  |   |
|------------------|----|--|---|
| Babad, Bruce     | FC | Director of Jazz Ensemble<br>Director of Jazz Band   | 6 days<br>11 days                       |
| Clasby, Candice  | FC | Managing Director of Theater Prog.<br>Director of Drama Production<br>Artistic Director-Resident Theater Company                           | 3 days<br>6 days<br>5.5 days            |
| Clowes, Kevin    | FC | Managing Director of Theater Prog.<br>Theater Technical Director<br>Resident Designer<br>Coordinator H.S. Theater Festival                 | 3 days<br>15 days<br>13 days<br>3 days  |
| Dedmon, Nicola   | FC | Director of Concert Choir<br>Director of Chamber Singers   | 11 days<br>8 days                       |
| Espinosa, Tim    | FC | Director of Drama Production<br>Managing Director of Theater Prog.   | 12 days<br>3 days                       |
| Harless, Zachary | FC | Managing Director of Theater Prog.<br>Resident Designer<br>Coordinator H.S. Theater Festival<br>Artistic Director-Resident Theater Company | 3 days<br>13 days<br>3 days<br>5.5 days |
| Jowell, Joe      | FC | Director of Jazz Ensemble  | 6 days                                  |
| Lopez, David     | FC | Director of Concert Band<br>Director of Jazz Ensemble  | 8 days<br>6 days                        |
| Mueller, Michael | FC | Director of Drama Production<br>Managing Director of Theater Prog.   | 6 days<br>3 days                        |
| Scott, Mike      | FC | Director of Jazz Ensemble  | 12 days                                 |
| Shew, Jamie      | FC | Director of Vocal Jazz Ensemble  | 16 days                                 |
| Willis, Chad     | FC | Director of Jazz Ensemble  | 18 days                                 |

TEMPORARY ACADEMIC HOURLY-INSTRUCTIONAL-2020 SPRING SEMESTER, WINTER/SPRING TRIMESTER

|              |    |                  |
|--------------|----|------------------|
| Suresh, Suma | CC | Column 1, Step 2 |
|--------------|----|------------------|

TEMPORARY ACADEMIC HOURLY-SUBSTITUTES

|              |    |                  |
|--------------|----|------------------|
| Suresh, Suma | CC | Column 1, Step 2 |
|--------------|----|------------------|

TEMPORARY ACADEMIC HOURLY-SPECIAL SERVICES

Maldonado, Marcela                      FC                      Myers Briggs Type Indicator Training Pt. 2  
 Stipend not to exceed \$150.00  
 Eff. 03/17/2020

**Item 5.b:** By block vote, authorization was granted for the following classified personnel matters which are within budget:

NEW PERSONNEL

Camacho, Adrian                      CC                      Receptionist  
 12-month position (50%)  
 Range 29, Step B + 5% Shift  
 Classified Salary Schedule  
 Eff. 04/01/2020  
 PN CCC893

PROMOTION

Volcy, Tyesha                      CC                      Executive Assistant III  
 12-month position (100%)  
 PN CCN999

To: NOCE      Program Manager, LEAP  
 12-month position (100%)  
 Range 14, Column B  
 Management Salary Schedule  
 Eff. 05/01/2020  
 PN SCM988

VOLUNTARY CHANGES IN ASSIGNMENT

Hsieh, Larry                      AC                      IT Security Analyst/System Administrator (100%)

Extension of Temporary Change in Assignment  
 To: IT Project Leader  
 12-month position (100%)  
 Range 57, Step C + PG&D  
 Classified Salary Schedule  
 Eff. 04/01/2020 – 06/30/2020

Ramirez, Joseph                      FC                      Senior Research & Planning Analyst (100%)

Extension of Temporary Change in Assignment  
 To: FC Interim Director, Inst. Research &  
 Planning  
 12-month position (100%)  
 Column 30, Step B + Doctoral Stipend  
 Management Salary Schedule

Eff. 07/01/2020 – 12/31/2020

LEAVES OF ABSENCE

|                   |      |   |
|-------------------|------|---|
| Aguilar, Freddy   | FC   | Electrician (100%)<br>Family Medical Leave (FMLA/CFRA)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 03/18/2020 – 05/19/2020 (Consecutive Leave)  |
| Bonilla, Irma     | FC   | Campus Safety Officer (100%)<br>Family Medical Leave (FMLA/CFRA)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 03/16/2020 – 04/19/2020 (Consecutive Leave)                                |
| Cazales, Yadira   | CC   | Production Center Coordinator (100%)<br>Family Medical Leave (FMLA/CFRA/PDL)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 04/29/2020 – 06/24/2020 (Consecutive Leave)                    |
| Miller, Jefferson | FC   | Groundskeeper (100%)<br>Family Medical Leave (FMLA/CFRA/EPSSL)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 04/01/2020 – 05/17/2020 (Consecutive Leave)                                  |
| Nguyen, Chau      | NOCE | Instructional Assistant, Business Skills (100%)<br>Family Medical Leave (FMLA/CFRA)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 01/28/2020 – 07/07/2020 (Consecutive Leave)             |
| Salazar, Kellyann | FC   | Health Education Coordinator (100%)<br>Family Medical Leave (FMLA/CFRA/PDL)<br>Paid Leave Using Regular and Supplemental Sick<br>Leave Until Exhausted; Unpaid Thereafter<br>Eff. 02/24/2020 – 05/15/2020 (Consecutive Leave)                     |
| Sanchez, Lizeth   | AC   | Human Resources Coordinator (100%)<br>Family Medical Leave (FMLA/CFRA) and<br>Parental Leave (AB 2393)<br>Paid Leave Using Sick Leave and Bonding Leave<br>Until Exhausted; Unpaid Thereafter<br>Eff. 01/09/2020 – 04/01/2020 (Consecutive Leave) |

REVISED CLASSIFIED MANAGEMENT JOB DESCRIPTION

District Manager, Audit and Contract Management  
Column 19  
Management Salary Schedule

(See Supplemental Minutes #1253 for a copy of the revised job description.)

**Item 5.c:** By the block vote, authorization was granted for the assignment of professional expert personnel per the professional expert listing.

(See Supplemental Minutes #1253 for a copy of the professional expert personnel listing.)

**Item 5.d:** By the block vote, authorization was granted for the hourly personnel per the hourly personnel listing.

(See Supplemental Minutes #1253 for a copy of the hourly personnel listing.)

**Item 5.e:** It was moved by Trustee Ed Lopez to grant authorization for the classified reclassification personnel matters with the exception of the reclassification of Julie Kossick. Trustee Ryan Bent seconded the motion, but subsequently withdrew his support. **The motion failed to advance.**

It was then moved by Trustee Jeffrey P. Brown and seconded by Trustee Barbara Dunsheath to grant authorization for the following classified reclassification personnel matters, which are within budget:

RECLASSIFICATIONS

|               |    |  |
|---------------|----|--|
| Biatani, Azin | FC | IT Technician II<br>12-month position (100%)<br>Range 44, Step E<br><br>To: IT Services Coordinator I<br>12-month position (100%)<br>Range 48, Step E<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN FCC745  |
| Hegle, Sierra | CC | Student Services Technician, Transfer Center<br>12-month position (100%)<br>Range 33, Step C + PG&D<br><br>To: Student Services Specialist, Transfer Center<br>12-month position (100%)<br>Range 36, Step C + PG&D<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN CCC799 |

|                    |    |  |
|--------------------|----|--|
| Howard, Nicole     | FC | Clerical Assistant I<br>12-month position (100%)<br>Range 29, Step B   |
|                    |    | To: Administrative Assistant I<br>12-month position (100%)<br>Range 33, Step B<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN FCC733                               |
| Kossick, Julie     | AC | District Director, Human Resources<br>12-month position (100%)<br>Column 32, Step G  |
|                    |    | To: Associate Vice Chancellor, Human Resources<br>12-month position (100%)<br>Column 37, Step G<br>Management Salary Schedule<br>Eff. 08/01/2019<br>PN DEM998              |
| Lee, Jenny         | CC | Accounting Technician<br>12-month position (100%)<br>Range 36, Step E + 5% Longevity + PG&D  |
|                    |    | To: Accounting Specialist<br>12-month position (100%)<br>Range 40, Step E + 5% Longevity + PG&D<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN CCC863              |
| Menchaca, Gregory  | FC | Testing and Assessment Specialist<br>12-month position (100%)<br>Range 36, Step E + 20% Longevity  |
|                    |    | To: Student Services Coordinator, Counseling<br>12-month position (100%)<br>Range 43, Step E + 20% Longevity<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN FCC838 |
| Merchant, Jennifer | FC | Career Center Coordinator I<br>12-month position (100%)<br>Range 40, Step E  |
|                    |    | To: Program Coordinator<br>12-month position (100%)  |

Range 45, Step E  
Classified Salary Schedule  
Eff. 10/01/2019  
PN FCC812

Moreno, Amy

FC

Administrative Assistant II  
12-month position (100%)  
Range 36, Step E + 15% Longevity

To: Office Coordinator  
12-month position (100%)  
Range 40, Step E + 15% Longevity  
Classified Salary Schedule  
Eff. 10/01/2019  
PN FCC830

Nguy, Sabrina

FC

Administrative Assistant II  
12-month position (100%)  
Range 36, Step E + PG&D

To: Administrative Assistant III  
12-month position (100%)  
Range 41, Step E + PG&D  
Classified Salary Schedule  
Eff. 10/01/2019  
PN FCC723

Pham, Thomas

FC

Buyer  
12-month position (100%)  
Range 39, Step E + PG&D

To: Buyer II  
12-month position (100%)  
Range 41, Step E + PG&D  
Classified Salary Schedule  
Eff. 10/01/2019  
PN DEC966

Rodriguez, Gabriel

FC

Instructional Assistant, Computer Lab  
12-month position (100%)  
Range 36, Step E + 15% Longevity

To: IT Helpdesk Coordinator  
12-month position (100%)  
Range 41, Step E + 15% Longevity  
Classified Salary Schedule  
Eff. 10/01/2019  
PN FCC838

|                     |    |   |
|---------------------|----|---|
| Salkovieh, Nahid    | CC | Administrative Assistant II<br>12-month position (100%)<br>Range 36, Step E +15% Longevity +PG&D  |
|                     |    | To: Administrative Assistant III<br>12-month position (100%)<br>Range 41, Step E + 15% Longevity + PG&D<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN CCC919 |
| Solis, Samantha     | FC | Admissions and Records Technician<br>12-month position (100%)<br>Range 33, Step D + PG&D  |
|                     |    | To: Admissions and Records Specialist<br>12-month position (100%)<br>Range 36, Step D + PG&D<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN FCC984            |
| Tran, Nghia "Danny" | AC | Purchasing Assistant<br>12-month position (100%)<br>Range 33, Step D + PG&D   |
|                     |    | To: Purchasing Technician<br>12-month position (100%)<br>Range 36, Step D + PG&D<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN DEC986                        |
| West, Christopher   | CC | Financial Aid Technician<br>12-month position (100%)<br>Range 36, Step E  |
|                     |    | To: Financial Aid Coordinator<br>12-month position (100%)<br>Range 40, Step E<br>Classified Salary Schedule<br>Eff. 10/01/2019<br>PN CCC970                           |
| Willie, Gemena      | FC | Admission and Records Technician<br>12-month position (100%)<br>Range 33, Step D + PG&D   |
|                     |    | To: Admissions and Records Specialist<br>12-month position (100%)   |



Range 36, Step D + PG&D  
Classified Salary Schedule  
Eff. 10/01/2019  
PN FCC771

NEW CLASSIFIED JOB DESCRIPTIONS

Buyer II  
Range 41  
Classified Salary Schedule

IT Helpdesk Coordinator  
Range 41  
Classified Salary Schedule

Program Coordinator  
Range 45  
Classified Salary Schedule

Purchasing Technician  
Range 36  
Classified Salary Schedule

REVISED CLASSIFIED JOB DESCRIPTIONS

Administrative Assistant III  
Range 41  
Classified Salary Schedule

Financial Aid Coordinator  
Range 40  
Classified Salary Schedule

Student Services Coordinator  
Range 43  
Classified Salary Schedule

During the discussion, Trustee Ed Lopez expressed his dissatisfaction with the lumping together of the classified and management reclassifications which he felt established a bad precedent, and moved to again separate the items. Trustee Jeffrey P. Brown stated that the motion had already been defeated and it was not appropriate to revisit the issue during the same meeting.

Trustee Ed Lopez stated that his objection with the creation of a new Associate Vice Chancellor position was because the position does not exist and it did not follow an appropriate process. Chancellor Marshall responded that a process exists, that the process was followed, and that the job description was approved by the Board on February 25, 2020. Dr. Marshall also noted that the reclassification agenda item before the Board includes other new job descriptions for classified employees that are being simultaneously submitted with the reclassification requests.

Trustee Ed Lopez shared his preference to fill the position competitively and noted that the issues could have been avoided by not assigning the additional duties to the employee. Chancellor Marshall noted that the reclassification process allows for employees to be compensated for additional duties and the creation of new job descriptions based on those additional duties. It was also reiterated that the Associate Vice Chancellor of Human Resources item on the agenda is a reclassification to that job description, and not a new position.

Trustee Ryan Bent shared his issues with changing the reclassification process and recommendations which have historically always been approved by the Board. He noted that a change in practice would set a new precedent that is discriminatory.

Trustee Barbara Dunsheath shared that she reviewed the District's administrative procedures, the Collective Brain Trust organizational structure report that reviewed Human Resources (HR), and the HR departments of districts of a similar size. She expressed her support for the management reclassification because the District has a review process in order to provide a uniform method for processing requests for reclassification, and that process needs to be honored. She stated that the process needs to be fair for all employees and not separated simply because it is a management position, that the District HR department is smaller than others and that might account for the additional duties performed, and that an open recruitment for the position would result in the addition of another person and would be more expensive.

Prior to the vote, Trustee Ed Lopez clarified that he was not being discriminatory, that he did not realize that the Board had inadvertently approved the Associate Vice Chancellor position at a previous meeting, and that his original comments were based on his belief that a step had been skipped in the process, but the explanation provided dispelled his objection. Subsequently, the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

(See Supplemental Minutes #1253 for a copy of the new and revised job descriptions.)

## GENERAL

**Item 6.a:** It was moved by Trustee Jeffrey P. Brown and seconded by Trustee Jacqueline Rodarte that the Board re-adopt Board Policy 2015, Student Members. Subsequent to both student trustees indicating their support for the re-adoption, the **motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

**Item 6.b:** It was moved by Trustee Stephen T. Blount and seconded by Trustee Barbara Dunsheath that the Board honor the contributions made by faculty members of the North Orange County Community College District to their students, their colleges, and their learning centers, and adopt Resolution No. 19/20-18, declaring the week of May 4-8, 2020, as Teacher Appreciation Week.

Trustee Stephen T. Blount stated that he hoped everyone would internalize the words noted in the resolution and the classified employees' resolution and remember them during negotiations. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez,**

**and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

**Item 6.c:** It was moved by Trustee Barbara Dunsheath and seconded by Trustee Jacqueline Rodarte that the Board honor the contributions made by classified employees of the North Orange County Community College District to the educational community and adopt Resolution No. 19/20-19, declaring the week of May 17-23, 2020, as Classified School Employee Week. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes, including Student Trustees Reyes and Plavdjian's advisory votes.**

**Item 6.d:** Board President Ryan Bent asked if there were any requests for potential future Board agenda items. Trustee Jacqueline Rodarte requested a report or Board update regarding the District's emergency plan in light of any changes that have been made during the current environment.

**CLOSED SESSION:** At 6:56 p.m., Board President Ryan Bent adjourned the meeting to closed session per the following sections of the Government Code and stated that there may be a readout:

**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 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**

**RECONVENE MEETING:** At 7:52 p.m., Board President Ryan Bent reconvened the meeting in open session and noted that there would be no read out.

**ADJOURNMENT:** At 7:52 p.m., it was moved by Trustee Jacqueline Rodarte and seconded by Trustee Stephen T. Blount to adjourn the meeting. **Motion carried with Trustees Bent, Blount, Brown, Dunsheath, Lopez, and Rodarte voting yes.**

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Prepared By Recording Secretary for  
Jacqueline Rodarte, Secretary, Board of Trustees