



**CONSENT ITEM**

To: Board of Trustees	Date:  June, 9, 2020
From: Superintendent/President	
Subject: Academic Policy and Planning Committee Curriculum Summary	Item Number:
Strategic Goal: Goal SLS2: To support student access, achievement, and success.	Enclosures: Page 1 of 45

BACKGROUND

The curriculum report for the period April 2, 2020 to May 7, 2020 is attached for consideration by the board of trustees. This report includes a summary of new courses, modifications to existing courses and the following new programs:

- LGBT Studies, Associate in Arts for Transfer
- Philosophy, Associate in Arts for Transfer
- Introduction to ECS, Certificate of Competency
- Family Childcare License Preparation, Certificate of Competency
- ESL Introduction to Early Childhood Studies, Certificate of Competency
- ESL Family Childcare License Preparation, Certificate of Competency

FISCAL IMPACT

The cost for additional library materials for new and modified curricula is estimated at \$1,607.00.

RECOMMENDATION

Staff recommends that the board of trustees adopt the curriculum additions and changes reflected in the summary report of the Academic Policy and Planning Committee for the period.

Administrator Initiating Item:  Robert Curry	Final Disposition:
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ACADEMIC POLICY AND PLANNING COMMITTEE CURRICULUM REPORT

for the period April 2 –May 7, 2020

June 9, 2020

Larry Manalo, Committee Chairperson

Dave DeGroot, Vice Chair

Christine Bisson, Applied Behavioral Sciences

Brent Darwin, Business

Antonio Ramirez, Counseling

Robert Senior, English

Adrienne Allebe, Fine Arts

Sheri Bates, Kinesiology, Recreation and Athletics

Mary Pat Nelson, Health Sciences

Patrick McGuire, Industrial Technology

Andria Keiser, Languages & Communication

Kellye Cohn, Academic/Student Services

Wendy Hadley, Life and Physical Sciences

Derek Mitchem, Mathematical Sciences

Susan Roehl, Public Safety

Thomas VanderMolen, Social & Behavioral Sciences

Ronaldo Redondo, Associated Student Body Government

Stephen Bernardo and Josie Cabanas, Admissions & Records Representative (non-voting)

Non-Credit Education (non-voting, vacant)

Dave DeGroot, Articulation Officer (non-voting)

Robert Curry, Vice President, Academic Affairs (non-voting)

Rebecca Andres, Curriculum Specialist (non-voting)

Approved by Academic Senate: Trevor Passage 5/22/20  
Trevor Passage 5/22/20 (May 22, 2020 08:40 PDT)  
President, Academic Senate Date  
Allan Hancock College

Adopted by Board of Trustees: [Signature] 6/9/20  
President, Board of Trustees Date

## NEW COURSES AND PROGRAMS RECOMMENDED FOR ADOPTION

This section lists all new courses and programs including credit, noncredit, experimental, and special topics. Effective 2021-22 catalog

### NEW COURSES

#### Credit Courses

<b>Course Prefix &amp; No.</b>	<b>Course Title</b>	<b>Units</b>
EMSP 300	Anatomy & Physiology for Prehospital Personnel New prefix: Emergency Medical Services Paramedic (EMSP) This is a course that is designed to provide fundamental knowledge of human anatomy and physiology for the emergency medical technician that is seeking to enter the paramedic program. This course is a way for the paramedic student to take an anatomy and physiology fundamental course without impacting the 100 transfer courses that tend to have a longer waitlist. This course fulfills the requirements of Title 22.	3
MB 305	Body Systems and Diseases New prefix: Medical Billing (MB) This is a new course that is being cross-listed with medical assisting (MA) 305. This tracks the students who are mainly interested in Medical Billing and Coding. It will enable the course to be open to non-majors who are interested in coursework in medical terminology.	5

#### Noncredit Courses

<b>Course Prefix &amp; No.</b>	<b>Course Title</b>	<b>Hours</b>
New noncredit courses in the health (HLTH) discipline are being proposed in preparation of a new short-term vocational program. The program is designed to prepare students for work in sterilizing.		
HLTH 7200	CR Central Service Technician Concepts Corequisite: HLTH 7201	90-100
HLTH 7201	CR Central Service Technician Applications Corequisite: HLTH 7201	400

New ESL noncredit courses will be linked to credit ESL courses in an effort to encourage noncredit students to experience credit classes, and to provide a pathway from noncredit to credit courses. These courses will also serve as a pilot project to collect data on noncredit student retention, success, and transition to credit courses.

NESL 551	Intermediate Grammar	64-72
NESL 552	Advanced Grammar	64-72
OLDR 7216	Ceramics 1	96-108

This course meets a need in the older adult community to explore creative expression and provides an opportunity to improve physical/mental health while maintaining fine motor skills.

Noncredit Vocational New noncredit vocational courses are being proposed in preparation of a new noncredit certificate in culinary arts. The program is designed to meet the needs of students looking for short-term career paths.

VOCE 7702	Introduction to Baking	16-18
VOCE 7705	Culinary Business Fundamentals	24-27
VOCE 7706	Marketing, Branding, & Packaging	12-13.5

### NEW PROGRAMS

#### Credit Programs

Discipline	Program Title	Units
Philosophy	Philosophy, Associate in Arts for Transfer Aligned with transfer model curriculum	18
Social Justice Studies	LGBT Studies, Associate in Art for Transfer Aligned with transfer model curriculum	19

#### Noncredit Programs

Discipline	Program Title	Hours
<b>Early Childhood Studies (ECS)</b>	The Early Childhood Studies new programs are designed to prepare students in providing quality early care and education to children birth to 12 years of age in a childcare setting. The programs will train adults and adult English language learners who are responsible for the care of children.  The programs are designed as a short-term noncredit vocational program leading to credit pathways.	
ECS	Introduction to Early Childhood Studies, Certificate of Competency	137-187
ECS	Family Childcare License Preparation, Certificate of Competency	69 - 115
NESL	ESL Introduction to Early Childhood Studies, Certificate of Competency	274 - 374
NESL	ESL Family Childcare License Preparation, Certificate of Competency	138-230

### COURSE REVIEW

Courses listed here have been reviewed as part of a regularly scheduled course review cycle. Specific modifications are noted below. Effective 2021-22 catalog.

Course Prefix & No.	Course Title	Units
AB 351	Auto Body Metal	3
AB 353	Auto Body Repair	3
AB 355	Selected Auto Body Metal Projects Prerequisite: AB 351	1
AB 356	Automotive Painting Techniques	3
AB 358	Automotive Refinishing Prerequisite: AB 356	3
AB 360	Collision Repair Prerequisite: AB 353	5
AT 323	Power Trains Alignment with C-ID Final Descriptor "Automotive Manual Transmissions and Drive Train Systems" AUTO 130 X.	5
ECS 112	Introduction to Young Children with Special Needs Advisory: ECS 100 Modifications include removal of English advisory course, and scheduling pattern.	3
FILM 115	Introduction to Animation Modifications are being made to course content, assignments, evaluation, and materials.	3
PSY 112	Human Sexuality Advisory: ENGL 101 and PSY 101 Modifications include text update, modified methods of instructions, class hours, and updates to DL addendum.	3
PSY 119	Abnormal Psychology Advisory: ENGL 101, READ 110, and PSY 101	3
SPAN 101	Elementary Spanish I Modifications made to course content, DL addendum, and text.	5

### MODIFICATIONS

**Major Course Modifications Effective 2021-22 catalog.**

Course Prefix & No.	Course Title	Units/ Hours
LE 329	State Hospital Peace Officer	17

Per state mandates for law enforcement training, the curriculum and number of hours are updated to meet standards.

Modifications are being made to semester offering to summer, also, recalculated units and hours.

LE 330	Core Custody Academy This course is designed to satisfy the State of California Board of State and Community Corrections (BSCC) Standards and Training for Corrections (STC) minimum requirements for a corrections officer working in a county or city jail position. BSCC has applied new mandates that extend the course length an additional 11 hours.	11.5
MATH 311	Algebra 1 Adding Engineering to discipline placement	4
MATH 331	Algebra 2 Adding Engineering to discipline placement.	4
MUS 110	Music Fundamentals 2 Reviewed for currency of DL offering	2
VOCE 7109	Microsoft Windows The course hours are being modified.	14-18

**Program Modifications**

Discipline	Program Title	Units/ Hours
Early Childhood Studies	Early Childhood Studies: Special Education, Certificate of Achievement The program is aligned with the revised Curriculum Alignment Project.	43 units
ESL Noncredit	Advanced ESL, Certificate of Competency Two new noncredit courses are being added to the program selected courses, NESL 551 and NESL 552.	188-444 hours

**REQUEST FOR DISTANCE EDUCATION**

Course Prefix & No.	Course Title	Units
FILM 107	History of the World This course has been offered successfully for many semesters in person. The film and video program wish to offer the course as DL Fall 2020.	3
PSY 119	Abnormal Psychology Advisory: ENGL 101, READ 110, and PSY 101 The course is aligned with C-ID PSY 120. Modifications: Update text, add methods of instruction, and request for DL offering.	3

**REQUEST FOR GENERAL EDUCATION**

<b>Course Prefix &amp; No.</b>	<b>Course Title</b>	<b>Units</b>
LGBT 101	Introduction to LGBT Studies AHC GE: Cat 2A. Social Science CSUGE: Area D7. Social Science: Interdisciplinary Social or Behavioral Science IGETC: Area 4G. Social and Behavioral Science: Interdisciplinary Social & behavioral Sciences AHC MCGS	3
LGBT 102	LGBT Communities, Family, and Education in the 21 <sup>st</sup> Century AHC GE: Cat 2A. Social Science CSUGE: Area D0. Social Science: Sociology and Criminology IGETC: Area 4J. Social and Behavioral Science: Sociology & Criminology AHC MCGS	3

**MISCELLANEOUS ITEMS**

Effective 2020-21

<b>Proposal Type</b>	<b>Course Number and Title</b>	<b>Units</b>
Correction	CA 122 Advanced Baking and Pastry Change in semester offering	3
Textbook Changes	AJ 111 Criminal Investigation	3
	CS 111 Fundamentals of Programming 1 Prerequisite: MATH 331 Advisory: CS 102	4
	CS 112 Fundamentals of Programming 2 Prerequisite: CS 111	4
	MT 109 Survey of Machining and Manufacturing MT 315 Advanced Machining Prerequisite: MT 110	4
Course Drops	ART 125 Painting in Acrylics	3
	ART 126 Painting in Acrylics 2	3
	ART 129 Painting in Oils 1	3
	ART 130 Painting in Oils 2	3
	ART 146 Painting in Acrylics 3	3
	ART 150 Painting in Oils 3	3
	ART 199B Topics in Art: Ceramics of Peru	2
	ART 199C Topics in Art: Porcelain	2
	ART 199G Ceramics of Peru	2
	ART 199N Lidded Vessels ART 199P Creative Solutions for Ceramics	

ART 199R Soda Firing	2
ART 199S Custom Made Ceramics Tools	2
ART 199T The Practice of Creativity	2
ART 399A Topics in Art: Teapots	2
ART 399B Topics in Art: Ceramic Colorants	2
ART 399C Topics in Art: Ceramic Spectrum	2
ART 399D Topics in Art: Airbrush/Ceramics	2
CS 181 Game Programming	3

### **GRADUATION REQUIREMENTS**

Competency in Mathematics. Students will demonstrate competence in mathematics by meeting any of the following standards:

- A. Pass one of the following courses with a C or better: Math 309, Math 321, Math 331, Math 333/334 or any 100-level math course of at least three units.
- B. ~~Receive a math placement recommendation for any 100-level math course based on the Accuplacer test~~Successful completion of Algebra 2 or higher at an accredited collegiate institution.
- C. A score of 3 or higher on AP Statistics or any of the AP Calculus exams.

### **POLICIES**

Noncredit Curriculum Review  
Emergency Remote Teaching Review Process



## Noncredit Curriculum Review

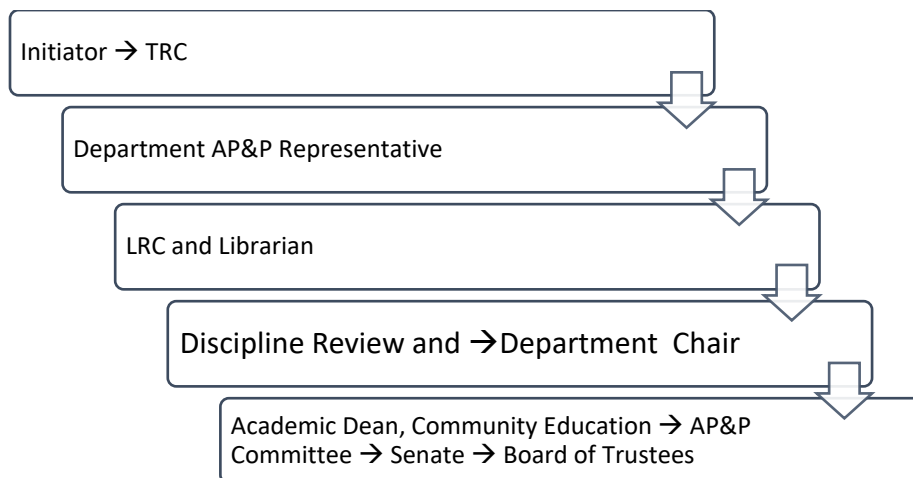
### Current Practice:

- Proposals are assigned to faculty for review based on department, discipline assignment, and the roles assigned in CurriQunet.
- Noncredit courses and programs are routed to community education levels of approval. Community Education, as a department, does not have adequate number of full-time faculty to have AP&P Committee representation. Also, there is no designated department chair position.
- The noncredit courses and programs are proposed by both credit and noncredit faculty. The proposal is then reviewed by the technical review committee (TRC) and then by the community education dean, followed by AP&P review.

With increasing numbers of new noncredit proposals, a review process that includes appropriate faculty review is needed.

### Proposal:

- Discipline faculty identify noncredit courses and programs (disciplines) that would be within the purview of the respective disciplines. The discipline faculty and the respective faculty in noncredit would be designated to review noncredit courses and programs at the department chair level.
- The academic dean, community education would review noncredit course and program proposals.



### **Emergency Remote Teaching (ERT) Review Process**

Purpose: An expedited review process for ERT-conversion and addendum to the course outline of record has been created to comply with CCCCO mandates<sup>1</sup> to review ERT course offerings by December 2020. AP&P Committee approval of the ERT-conversion ensures compliance with regulations and for the course to be taught remotely through the use of technology in the event of mandated restrictions on face-to-face instruction.

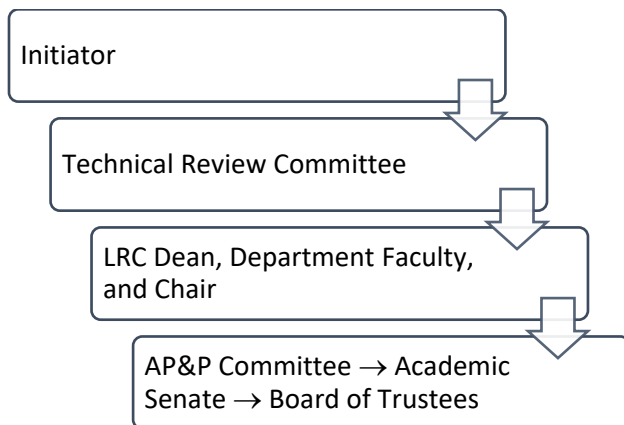
An ERT proposal type has been created to convert courses to ERT. There are two proposal types: one for credit courses, and one for noncredit courses.

#### **ERT Proposal Type Instructions**

1. In CurriQunet, select "Create Proposal". Select: "ERT Proposal " type (either credit or noncredit).
  2. In the "Proposal Information" screen, type: ERT- conversion in the "Justification for Need" field.
  3. Complete all the required fields in the Distance Learning screen.
  4. Select "Launch".
- **Course Review** proposal type – is used for existing courses that are scheduled to complete course review.
  - **Major Modification** proposal type – is used for existing courses that are NOT scheduled to complete course review process.
  - **New Course** proposal type – can be used to propose new course and new distance learning offering.

#### **ERT Review and Approval Process:**

The ERT proposals would be included in the consent agenda. ERT proposals are approved separately.



Request for regular **distance education** offering may be requested using existing proposal types:

- **Course Review** proposal type – is used for existing courses that are undergoing the regularly scheduled course review process.
- **Major Modification** proposal type – is used for existing courses that are NOT undergoing the regularly scheduled course review process.
- **New Course** proposal type – is used for new courses that are deemed appropriate for distance learning offering.

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<sup>i</sup> CO Memo Temporary Distance Education Blanket Addendum, March 31, 2020

## DL and ERT Course Outline Addendum

### This proposal is for:

Emergency Remote Teaching (ERT)

#### Distance Learning: YES

- This course requires regular and substantive interaction between instructor and students.
- In this course interaction will be initiated by the instructor.
- This course is not self-paced.

Correspondence Education: NO

- This course does not require regular and substantive interaction between instructor and students.
- In this course interaction will be initiated by the student.
- This course is self-paced.

#### Distance Education Delivery Method:

Internet

Other: ERT

#### Instructor-initiated contact hours per week: \_\_\_\_\_

Instructor-initiated contact hours per week must minimally match the number of units per week.

For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with the students per week using a variety of methods such as email, discussion boards, announcements, and review sessions.

- Chat room
- Discussion Board
- Email communication
- Group meetings
- In-person
- Labs
- Listserv
- Orientation session
- Review session
- Social networking pages (Ex: Ning, Facebook, VoiceThread, etc.)
- Telephone contacts
- Testing
- Other: Specify:

#### Adjustments to Assignments:

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT setting for this course.

- Assignments will be submitted primarily through the district Learning Management System (LMS).
- Students can submit multiple file types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district LMS.
- The district LMS contains many tools instructors can use to facilitate different assignment types.

- Instructors may use the assignments tool and/or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district LMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT course:

- District LMS assignments
- Threaded discussion forums
- District Email
- District LMS messaging service
- Announcements in the district LMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio/videoconferencing (Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: Specify:

#### **Adjustments to Evaluation:**

- ERT courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types, and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district LMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

**ADA Compliance:** All web and electronic content that is public facing as well as any online course content will be compliant with [Section 508 of the Rehabilitation Act of 1973](#) and the [WCAG 2.0 AA guidelines](#) (Web Content Accessibility Guidelines).

#### **Strategies to Make the Course Accessible to Disabled Students:**

The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance learning offerings. All DL courses and resources must be designed to afford students with disabilities maximum opportunity to access distance learning resources without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance learning courses and resources must generally be designed to provide “built-in” accommodation (i.e. closed or open captioning, “alt tags”) which are accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

All courses must meet the **WCAG 2.0 level AA** standards including but not limited to the items listed below:

1. **Images, graphs, charts or animation.** A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. *This will enable a screen reader to read the text equivalent to a blind student.*
2. **Multimedia.** Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. **Documents and other learning materials.** PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. **Timed quizzes/exams.** Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. **Outside webpages and links**
  - Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
  - Ensure links make sense out of context. Every link should make sense if the link text is read by itself. *Screen reader users may choose to read only the links on a web page. Certain phrases like “click here” and “more” must be avoided.*
6. **Applications, software, and outside learning systems.** All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
7. **Avoid text images.** Images of text are avoided OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
8. **Color contrast.** Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
9. **Text objects.** If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
10. **Disability statement.** The course syllabus contains the college’s suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

Is there any aspect of the course that cannot be made accessible to students with disabilities?

- NO
- YES. If YES, briefly describe the problem and how the problem will be resolved. Use attachment if necessary.

**Inform Students:**

Include how you will inform students about on-line services for students and course requirements that would require face-to-face interaction with the instructor.

**Program Title** Philosophy

**Department** Social & Behavioral Sciences

**Discipline** PHIL

**Award Type** Associate in Arts for Transfer

**Date Reviewed Semester** Spring

**Year** 2020

**Program Goal** Transfer

**Does award also prepare students for transfer?** Yes

**Proposed Start** 06/01/2021

#### Other

#### Justification/Need for New or Modified Program

**How will this program, or program modification, meet student, employer, or community needs?**

Aligns with the Associate in Arts for Transfer in Philosophy Transfer Model Curriculum (TMC) requirements.

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

#### Proposed Program Mission Statement

To provide quality general education and transfer opportunities, which enhance student learning by developing critical thinking skills and knowledge of philosophical thought.

#### Co-Contributor

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Contributor

- DeGroot, Dave (ddegroot@hancockcollege.edu)
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#### Program Goals and Objectives

Provide students an opportunity to earn an associate degree for transfer in Philosophy. With this degree students will have the opportunity to earn a bachelor degree in Philosophy in the California State University system. With a completion of a bachelor's degree in Philosophy students could work in public policy, government, education and, with further education, become a lawyer.

#### Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)

No new curriculum is required as all the courses are already being taught and C-ID approved.

#### Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.

Aligns with SB 1440 and the Transfer Model Curriculum for Philosophy that prepares students for transfer to the CSU system into similar majors.

#### Enrollment and Completer Projections

**Enter estimated number of program completers:**

5

**What were the enrollment projections based on?**

Review of other CCC Philosophy AA-T degrees in the area as well as interest expressed by asking students in current Philosophy courses.

### Place of Program in Existing Curriculum

**Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

No

Similar Programs in the Service Area

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

N/A as this is an Associate Degree for Transfer.

**Faculty persons contacted at colleges offering similar programs.**

N/A

Adequate Resources

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Qualified Staff
- Instructional Supplies

**Other** No

**Please specify**

N/A

**Are these adequate? If no, describe the type of additional resources that will be needed.**

Yes

**List qualified faculty members who will be available to teach the program.**

Gary Bierly, Klaus Fisher, Ken Heiges, Frank Nolen, Chris Tennberg

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Yes

**What type of facilities/classroom are available for this program?**

Classrooms

**Is this adequate? If no, list the types of facility needs for this program.**

Yes

## Catalog Description

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### Catalog Description

**For CTE program the description must list the potential careers students may enter upon completion of the program. For transfer programs, the description must list baccalaureate major or related majors.**

Philosophy is thinking critically and rationally about human problems of knowledge, existence, conduct, art, and religion. Students explore the great ideas of Western and Eastern heritage and encounter fundamentals of almost all other disciplines. These include, but are not limited to, questions such as: What is reality? What is the nature of the self? Does God exist? What is good and just? What ought I to do? In addition philosophy courses help students to develop good logical and critical reasoning skills, expose hidden preconceptions, encourage open debate and independent thought, and provide opportunity to apply valuable insights gained to contemporary life. The Associate in Arts in Philosophy for Transfer degree is designed to prepare the student for transfer to four-year institutions of higher education and specifically intended to satisfy the lower division requirements for the Baccalaureate Degree in Philosophy at a California State University.

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

1. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements **will not be** required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]
2. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
3. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

## Program Completion Requirements

A major of 18 units is required for the Associate in Arts in Philosophy for transfer degree.

### Required core courses (15 units):

Units: 15

PHIL101	Survey of Philosophy	3
PHIL105	Ethics	3
PHIL112	Logic	3
HIST104	Western Civilizations to 1650	3
HIST105	Western Civilization Since 1650	3

### List A: Select 1 course from the following (3 units):

Units: 3

PHIL114	Critical Thinking	3
PHIL121	Religions of the Modern World	3
PHIL122	Exploring Religious Issues	3

CSU or IGETC: 37-39 units

## Program Learning Outcomes (PLO)

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Program Learning Outcomes (PLO)

1. **Critically analyze and evaluate arguments regarding issues of metaphysics and epistemology.**
  2. **Critically analyze and evaluate arguments regarding issues of ethics and political philosophy.**
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## CTE Documentation

*If this page is blank, then this program does not have "CTE" as a selection. Please check the Cover page.*

## Supporting Documents

Attached File

Philosophy AA-T Narrative.docx (/Form/Program/\_DownloadFile/497/10?fileId=469)

TMC\_Philosophy\_Template\_Rev\_1.docx (/Form/Program/\_DownloadFile/497/10?fileId=470)

AHC\_to\_CSUN\_for\_2019-2020\_by\_PHILOSOPHY,\_B.A..pdf (/Form/Program/\_DownloadFile/497/10?fileId=471)

**I have attached all supporting documents** Yes

**I have attached the Chancellor's Office New Program Proposal Narrative** Yes

## Library Resources

### Percentage of courses offered distance learning

The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.

The college has sufficient instructional resources presently available for support of this course. No

The college instructional resources are not presently adequate to support the teaching of this course. No

Approximate cost of additional materials and equipment to implement new curriculum

Additional comments:



## Feasibility Analysis - Dean's Page

**Program Title** Philosophy

**Top Code** 1509.00 - Philosophy

**CIP Code** 38.0100: Philosophy.

**Lecture Load**

**Lab Load**

**Total Workload** 0.000

**New Faculty**

**New Equipment Needs**

**Facilities/Repairs**

**New Support Staff**

**Library Materials**

**Other**

**Total Fiscal Impact** 0.00

**Gainful Employment**

Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section

([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))

**Feasibility Analysis**

Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.

This program is feasible and supports the AHC and CCC Missions. Adequate college resources are available to support the program and it should greatly benefit students wish to transfer to a CSU.

**Course Review Date** 04/01/2018

**Program Review Date** 04/09/2019

**The program is feasible:**

Yes, the program is feasible.

**The program is not feasible:**

N/A

**Funding Source/Plan**

A full time instructor is already employed in this area and several part-time instructors also teach within the area. Library resources should be minimal.

**Transfer Documentation**

**The Transfer GE Worksheet is completed and attached** No

**Is the degree based on Transfer Model Curriculum?** Yes

**Template is completed and attached** Yes

**Transfer Documentation is attached, as specified in the template** Yes

**Articulation Agreement by Major (AAM) Attached for majority of courses (51% or more)** No

**Codes**

Special Dates

Academic Senate

05/19/2020

Board of Trustees

06/09/2020

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2020

**Catalog Term** 2021/2022

**Top Code** 1509.00 - Philosophy

**Program Control Number**

**Originator** Bierly, Gary

**Origination Date**

10/21/2019

**Comments**

CCCCO Entry

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**College has Submitted with C-ID Descriptors**

**Program Goal** Transfer

**TOP Code** 1509.00 - Philosophy

**Units for Degree Major/Emphasis (Minimum)** 18.000

**Units for Degree Major/Emphasis (Maximum)** 18.000

**Total Units (Minimum)** 60.000

**Total Units (Maximum)** 60.000

**Annual Completers**

**Faculty Workload**

0.000

**New Faculty Position**

**New Equipment**

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date** 04/09/2019

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date** 06/09/2020

# New Credit Program: Social Justice Studies: LGBT Studies - Associate in Arts for Transfer

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**Program Title** Social Justice Studies: LGBT Studies

**Department** Social & Behavioral Sciences

**Discipline** SOC

**Award Type** Associate in Arts for Transfer

**Date Reviewed Semester** Spring

**Year** 2020

**Program Goal** Transfer

**Does award also prepare students for transfer?** Yes

**Proposed Start** 01/01/2021

**Other**

**Justification/Need for New or Modified Program**

**How will this program, or program modification, meet student, employer, or community needs?**

Aligns with the Associate in Arts for Transfer Social Justice Studies: LGBT Transfer Model Curriculum (TMC) requirements.

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

**Proposed Program Mission Statement**

To provide quality general education and transfer opportunities, which enhance student learning by developing critical thinking skills and increasing student awareness and understanding of the LGBT experience.

Co-Contributor

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Contributor

- DeGroot, Dave (ddegroot@hancockcollege.edu)
  - Ramirez, Antonio (antonio.ramirez12@hancockcollege.edu)
- 

**Program Goals and Objectives**

Provide students an opportunity to earn an associate degree for transfer in Social Justice Studies: LGBT Studies. After transfer and completion of a bachelor's degree students with strong communication skills and a passion for social justice could work in public policy, government, healthcare, education and, with further education, become a civil rights lawyer, psychologist, and/or gender and sexual therapist.

**Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)**

Currently two new courses LGBT 101 and LGBT 102 are going through AP&P review process and will be part of the core of the Social Justice Studies: LGBT Studies AA-T proposal.

**Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.**

Aligns with SB 1440 and the Transfer Model Curriculum that prepares students for transfer to the CSU system into similar majors..

**Enrollment and Completer Projections**

**Enter estimated number of program completers:** 12

**What were the enrollment projections based on?**

20-30 students per section

**Place of Program in Existing Curriculum**

**Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

No

**Similar Programs in the Service Area**

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

None specifically in LGBT studies.

**Faculty persons contacted at colleges offering similar programs.**

Alex Kulick

**Adequate Resources**

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Media Equipment
- Qualified Staff

**Other** No

**Please specify**

Classroom with full multimedia needed. Eventually Full time faculty will be needed to sustain this program

**Are these adequate? If no, describe the type of additional resources that will be needed.**

Yes

**List qualified faculty members who will be available to teach the program.**

Antonio Ramirez Dan McNeil Alberto Restrepo

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Adequate

**What type of facilities/classroom are available for this program?**

Regular classroom facilities

**Is this adequate? If no, list the types of facility needs for this program.**

Yes

**Catalog Description**

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**Catalog Description**

**For CTE program the description must list the potential careers students may enter upon completion of the program. For transfer programs, the description must list baccalaureate major or related majors.**

The Associate in Arts in Social Justice Studies: LGBT Studies for Transfer offers students a multidisciplinary approach to the study of Lesbian, Gay, Bisexual, Transgender and Queer identities, culture, art, literature politics, history and society in the United States and across cultures. Students will incorporate queer theory, theories of race and ethnicity, and feminist theory, to examine, analyze and compare social and political movement, and consider the ways that we currently understand and have historically understood various constructions of sexuality, gender identity and behavior depending upon historic time and global location. The Associate in Arts in Social Justice Studies: LGBT Studies for Transfer (AA-T) degree provides a curricular track for students who wish to transfer into a variety of CSU majors related to LGBT such as Gender Studies and Queer Studies.

## Program Completion Requirements

### Associate Degrees for Transfer Requirements

Completion of 60 semester units that are eligible for transfer to the California State University, including the following:

1. The completion of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE). [The following Allan Hancock College graduation requirements will not be required: Health and Wellness, Multicultural Gender Studies and Allan Hancock College General Education.]
2. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
3. Obtainment of a minimum grade point average of 2.0 with all courses in the major being completed with a grade of "C" or better.

**A major of 19 units is required for the associate in arts in Social Justice Studies - LGBT Studies for transfer degree.**

#### Required core courses (16 units)

LGBT101	Introduction to LGBT Studies	3
LGBT102	LGBT Communities, Family and Education in the 21st Century	3
MATH123	Elementary Statistics	4
SOC110	Introduction to Marriage & Family	3
SOC120	Race and Ethnic Relations	3

#### List A: Select 1 course from the following (3 units)

Units: 3

PSY112	Human Sexuality	3
SOC101	Introduction to Sociology	3
SOC102	Social Problems	3

**Total Program Units:19**

**CSU GE or IGETC: 39 or 37 units**

---

## Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO)

1. **Research how theoretical perspectives and critical theories on social justice inform the social, political, economic, historical and cultural circumstances surrounding justice as they relate to gender, sexuality and race as well as other intersectional aspects of life in society.**
2. **Define and analyze power and oppression to better understand how they operate at the individual, cultural and institutional levels**
3. **Explain how intersectional formations of social identity reflecting various levels of power and privilege impact social justice at the individual, cultural and institutional levels.**

## Supporting Documents

Attached File

AHC and Social Justice Studies TMC.doc (/Form/Program/\_DownloadFile/492/10?fileId=403)

Social Justice Studies - LGBT Studies AA-T Narrative.docx (/Form/Program/\_DownloadFile/492/10?fileId=443)

Social Justice Studies - LGBT Studies Template.docx (/Form/Program/\_DownloadFile/492/10?fileId=444)

**I have attached all supporting documents** Yes

**I have attached the Chancellor's Office New Program Proposal Narrative** Yes

## Library Resources

### Percentage of courses offered distance learning

**The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.**

**The college has sufficient instructional resources presently available for support of this course.** No

**The college instructional resources are not presently adequate to support the teaching of this course.** Yes

### Approximate cost of additional materials and equipment to implement new curriculum

186.00

### Additional comments:

Based on our findings, the library recommends the purchase of the texts we do not currently own at the cost of \$186.

## Feasibility Analysis - Dean's Page

**Program Title** Social Justice Studies: LGBT Studies

**Top Code** 2201.30 - Social Justice Studies

**CIP Code** 45.0101: Social Sciences, General.

**Lecture Load**

**Lab Load**

**Total Workload** 0.000

**New Faculty**

**New Equipment Needs**

**Facilities/Repairs**

**New Support Staff**

**Library Materials**

**Other**

**Total Fiscal Impact** 0.00

### Gainful Employment

**Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section**

**([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))**

### Feasibility Analysis

**Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.**

This program supports the AHC and CCC missions. A need for the program has been demonstrated and it creates a pathway on to a CSU.

### Course Review Date

**Program Review Date** 04/09/2021

**The program is feasible:**

Yes.

**The program is not feasible:**

N/A

### Funding Source/Plan

No additional funding is anticipated to support this program.

# Transfer Documentation

The Transfer GE Worksheet is completed and attached No

Is the degree based on Transfer Model Curriculum? Yes

Template is completed and attached Yes

Transfer Documentation is attached, as specified in the template No

Articulation Agreement by Major (AAM) Attached for majority of courses (51% or more) No

## Codes

### Special Dates

Academic Senate

05/19/2020

Board of Trustees

06/09/2020

Effective

08/17/2020

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2020

**Catalog Term** 2021/2022

**Top Code** 2201.30 - Social Justice Studies

**Program Control Number**

**Originator** Restrepo, Alberto

**Origination Date**

10/08/2019

**Comments**

## CCCCO Entry

**College has Submitted with C-ID Descriptors** Yes

**Program Goal** Transfer

**TOP Code** 2201.30 - Social Justice Studies

**Units for Degree Major/Emphasis (Minimum)** 19.000

**Units for Degree Major/Emphasis (Maximum)** 19.000

**Total Units (Minimum)** 60.000

**Total Units (Maximum)** 60.000

**Annual Completers** 12

**Faculty Workload**

0.000

**New Faculty Position**

**New Equipment**

**New/Remodeled Facilities**

**Library Materials** 186.00

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date** 04/09/2021

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date** 06/09/2020

# New Noncredit Program: Introduction to Early Childhood Studies - Certificate of Competency

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**Program Title** Introduction to Early Childhood Studies

**Department** Noncredit Education

**Discipline** Vocational Community Ed (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Spring

**Year** 2018

**Program Goal** Local (community need)

**Proposed Start** 08/19/2019

## **Justification/Need for New or Modified Program**

### **How will this program, or program modification, meet student, employer, or community needs?**

This program will benefit students in several ways:

- Provide the training necessary to open an in-home licensed care facility
- Provide opportunities for self-employment
- Increase the number of daycare spots in the region, which is an emergent need (Struggling to Stay Afloat: The Real Cost Measure in California 2019 report), allowing more parents to enter the workforce
- Improve childcare stability across the region
- Improve the quality of daycare in the Northern Santa Barbara region
- Create a pathway to the credit ECS program in order to increase the opportunity to transition from this noncredit program to the credit program

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

## **Proposed Program Mission Statement**

The noncredit Introduction to Early Childhood Studies certificate of competency prepares students in providing quality early care and education to children birth to 12 years of age a childcare setting. Additionally, the program trains adults who are responsible for the care of children, such as family members, friends, and neighbors. Lastly, the program provides a educational pathway to the Early Childhood Studies credit program.

## **Co-Contributor**

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Contributor

- Keiser, Andria (akeiser@hancockcollege.edu)
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## **Program Goals and Objectives**

The goal of the early childhood studies noncredit program is:

- to provide a path for students to credit coursework in ecs
- to provide students with skills needed for providing quality childcare
- to meet childcare industry needs in the community

Upon completion of the program, students will successfully transition into the Early Childhood Studies Academic Program.

## **Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)**

Courses have been added to develop a noncredit certificate of competency. The short nature of the courses will allow students to earn a certificate in less than one year.

## **Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.**

Provide a brief history of how the program came to be developed, including any partnerships, advisory committee recommendations, etc. This program provides a pipeline to clarify and enter the credit ECS path.



**Enrollment and Completer Projections****Enter estimated number of program completers:**

25

**What were the enrollment projections based on?**

Must include enrollment data to support your statement:

Projections were based on the average number of credit ECS program completers and the number of referrals provided by the Community Action Commission (CAC).

**Place of Program in Existing Curriculum****Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

Although the content is also covered in credit courses, the rigor and intensity do not equate to the courses offered in the credit side of the house. Further, students who successfully complete these noncredit courses will be able to be successful in credit courses. In short, students completing these courses have a high likelihood of being retained and successfully passing credit ECS courses.

Similar Programs in the Service Area

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

This program is not offered in the region (Cuesta, SBCC). The potential for this program to grow, but also feed into the AHC ECS program is considerable.

**Faculty persons contacted at colleges offering similar programs.**

Not applicable.

Adequate Resources

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Lab Equipment
- Media Equipment
- Qualified Staff
- Instructional Supplies
- Software/Technology

**Other** No**Please specify**

Not applicable.

**Are these adequate? If no, describe the type of additional resources that will be needed.**

Yes

**List qualified faculty members who will be available to teach the program.**

Both ECS Faculty and Non credit Faculty

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Yes

**What type of facilities/classroom are available for this program?**

AHC classroom space as well as off-campus classroom space through Community Education

**Is this adequate? If no, list the types of facility needs for this program.**

Yes

**Catalog Description****Catalog Description**

The Early Childhood Studies (ECS) certificate of completion will prepare the student to transition into the ECS credit program.

**Program Completion Requirements****Five courses (137 - 187 hours) are required to obtain the Certificate of Competency****Hours:** 137 - 374

VOCE7310	History of Child Development	36 - 48
VOCE7311	Guidance and Interaction	18 - 30
VOCE7312	The Importance of Play	32 - 36
VOCE7313	Observation Made Easy	36 - 48
VOCE7314	Assessment and Delivery Systems	15 - 25

**OR**

**Option 2: English language learners at the noncredit ESL C and D level may enroll in VOCE courses and ESL companion courses (VESL). Ten courses (274 - 374 hours) are required to obtain the Certificate of Competency.**

**Block Header**

For example, VOCE 7310 and VESL 7310 must be taken concurrently.

1. VOCE 7310 - History of Child Development \* Active\*  
and
2. VESL 7310 - History of Child Development - Lab 0.000 \* Active\*
3. VESL 7311 - Guidance and Interaction - Lab 0.000 \* Active\*  
and
4. VOCE 7311 - Guidance and Interaction \* Active\*
5. VESL 7312 - The Importance of Play - Lecture 2.000 - Lab 0.000 \* Active\*  
and
6. VOCE 7312 - The Importance of Play - Lecture 0.000 - Lab 0.000 \* Active\*
7. VESL 7313 - Observation Made Easy - Lab 0.000 \* Active\*  
and
8. VOCE 7313 - Observation Made Easy \* Active\*
9. VESL 7314 - Assessment & Delivery Systems \* Active\*  
and
10. VOCE 7314 - Assessment and Delivery Systems \* Active\*

**Program Learning Outcomes (PLO)**

Program Learning Outcomes (PLO)

1. **Summarize important historical influences on the development of children.**
2. **Implement guidance and interaction strategies when working with children.**
3. **Implement curriculum and activities that support the value of play when working with children.**
4. **Apply observation strategies when working with children.**
5. **Identify and implement various assessment processes when working with children.**
6. **Enroll in Early Childhood Studies coursework upon completion of the certificate.**

**CTE Documentation**

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*If this page is blank, then this program does not have "CTE" as a selection. Please check the Cover page.*

## Supporting Documents

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### Attached File

ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/412/2757?fileId=370)

CO Narrative Template Items 1-7.pdf.docx (/Form/Program/\_DownloadFile/412/2757?fileId=603)

55151 Career Development and College Preparation.pdf (/Form/Program/\_DownloadFile/412/2757?fileId=604)

**I have attached all supporting documents** Yes

**I have attached the Chancellor's Office New Program Proposal Narrative** No

## Library Resources

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### Percentage of courses offered distance learning

**The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.**

**The college has sufficient instructional resources presently available for support of this course.** Yes

**The college instructional resources are not presently adequate to support the teaching of this course.** No

**Approximate cost of additional materials and equipment to implement new curriculum**

**Additional comments:**

Based on our findings, the library has sufficient resources to support this course.

## Feasibility Analysis - Dean's Page

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**Program Title** Introduction to Early Childhood Studies

**Top Code** 1305.00 - Child Development/Early Care and Education\*

**CIP Code** 13.1210: Early Childhood Education and Teaching.

**Lecture Load** 0.570

**Lab Load** 0.000

**Total Workload** 0.570

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 0.00

**Other** 0.00

**Total Fiscal Impact** 0.00

### Gainful Employment

**Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section ([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))**

### Feasibility Analysis

**Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.**

No new costs due to existing faculty, equipment, and facilities. 137-187 hrs x 30 students = 4,110.00-5,610.00 total hrs = 7.828571429-10.68571429 FTES = \$43,425.09 - \$59,273.66 in apportionment 262-374 hrs x 30 students = 7,860.00 - 11,220.00 total hrs = 14.97142857-21.37142857 FTES = \$83,046.51-\$118,547.31 in apportionment

**Course Review Date** 11/01/2024

**Program Review Date** 12/20/2025

**The program is feasible:**

Yes

**The program is not feasible:**

### Funding Source/Plan

FTES funding with consideration to the number of students transitioning to credit programs such as ECS

## Codes

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Special Dates

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2018

**Catalog Term**

**Top Code** 1305.00 - Child Development/Early Care and Education\*

**Program Control Number**

**Is CDCP** No

**Originator** Roepke, Thesa

**Origination Date**

03/28/2019

**Comments**

## CCCCO Entry

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**Program Goal** Local (community need)

**TOP Code** 1305.00 - Child Development/Early Care and Education\*

**Hours for Degree Major/Emphasis (Minimum)**

**Hours for Degree Major/Emphasis (Maximum)**

**Total Hours (Minimum)**

**Total Hours (Maximum)**

**Annual Completers**

**Faculty Workload**

0.570

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date** 12/20/2025

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date:**

# New Noncredit Program: Family Childcare License Preparation - Certificate of Competency

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**Program Title** Family Childcare License Preparation

**Department** Noncredit Education

**Discipline** Vocational Community Ed (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Spring

**Year** 2020

**Program Goal** CTE (all non-ADT awards with CTE TOP-Codes)

**Proposed Start** 08/17/2020

## **Justification/Need for New or Modified Program**

### **How will this program, or program modification, meet student, employer, or community needs?**

This program will benefit students in several ways:

- Provide the training necessary to open an in-home licensed care facility.
- Provide opportunities for self-employment
- Increase the number of daycare spots in the region, which is an emergent need (Struggling to Stay Afloat: The Real Cost Measure in California 2019 report), allowing more parents to enter the workforce
- Improve childcare stability across the region
- Improve the quality of daycare in the Northern Santa Barbara region
- Create a pathway to the credit ECS program in order to increase the opportunity to transition from this noncredit program to the credit program

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

## **Proposed Program Mission Statement**

The noncredit Family Childcare License Preparation certificate of competency prepares community members in providing quality early care and education to children birth to 12 years of age in a licensed family childcare setting. Additionally, the program trains adults who are responsible for the care of children, such as family members, friends, and neighbors.

## **Co-Contributor**

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Contributor

Keiser, Andria (akeiser@hancockcollege.edu)

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## **Program Goals and Objectives**

The student earning this certificate of completion will be able to: • Successful apply for an in-home daycare license • Understand and implement regulatory conditions for an in-home daycare service • Understand the developmental needs of the infants, toddlers, and children being served • Provide a safe and enriching environment for the children being served.

### **Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)**

Courses have been added to develop a noncredit certificate of completion. The short nature of the courses will allow students to earn a certificate in less than one year.

### **Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.**

This program provides a pipeline to clarify and enter the ECS path

## Enrollment and Completer Projections

Enter estimated number of program completers:

25

**What were the enrollment projections based on?**

Projections were based on the average number of credit ECS program completers and the number of referrals provided by the Community Action Commission (CAC).

## Place of Program in Existing Curriculum

**Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

Although the content is also covered in credit courses, the rigor and intensity do not equate to the courses offered in the credit side of the house. Further, students who successfully complete these noncredit courses will be able to not only open an in-home daycare service but be successful in credit courses. In short, students completing these courses have a high likelihood of being retained and successfully passing credit ECS courses.

Similar Programs in the Service Area

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

This program is not offered in the region (Cuesta, SBCC). The potential for this program to grow, but also feed into the AHC ECS program is considerable.

**Faculty persons contacted at colleges offering similar programs.**

N/A

## Adequate Resources

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Lab Equipment
- Media Equipment
- Qualified Staff
- Instructional Supplies
- Software/Technology

**Other No**

**Please specify**

N/A

**Are these adequate? If no, describe the type of additional resources that will be needed.** Yes.

**List qualified faculty members who will be available to teach the program.**

Thesa Roepke, Alice Cadell, Yvon Frazier, and ECS part-time faculty.

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Yes.

**What type of facilities/classroom are available for this program?**

AHC classroom space as well as off-campus classroom space through Community Education

**Is this adequate? If no, list the types of facility needs for this program.**

Yes.

## Catalog Description

This certificate of completion in Family Childcare License Preparation will prepare the student for the in-home family childcare licensing process by providing the required hours of instruction on regulatory aspects, development stages, nutrition, and safety. Upon completion, the student will need to complete the application process through Community Care Licensing with the Department of Social Services. Program completion does not ensure license approval.

## Program Requirements

VOCE7300	Family Childcare Business	9 - 15
VOCE7301	Child Health and Safety	18 - 30
VOCE7302	Developmental Needs of a Child	15 - 25
VOCE7303	Infant and Toddler Care	12 - 20
VOCE7304	Ethics and Business Contracts	15 - 25

## OR

**Option 2: English language learners at the C and D levels may enroll in VOCE courses and ESL companion courses (VESL). Ten courses (138-230 hours) are required for the certificate of competency.**

*For example, VOCE 7300 and VESL 7300 must be taken concurrently.*

VESL7300	Family Childcare Business	9 - 15
----------	---------------------------	--------

and

VOCE7300	Family Childcare Business	9 - 15
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VESL7301	Child Health and Safety	18 - 30
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and

VOCE7301	Child Health and Safety	18 - 30
----------	-------------------------	---------

VESL7302	Developmental Needs of Children	15 - 25
----------	---------------------------------	---------

and

VOCE7302	Developmental Needs of a Child	15 - 25
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VESL7303	Infant and Toddler Care	12 - 20
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and

VOCE7303	Infant and Toddler Care	12 - 20
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VESL7304	Ethics and Business Contracts	15 - 25
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and

VOCE7304	Ethics and Business Contracts	15 - 25
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## Total Program Hours

**69.00 - 230.0**

## Program Learning Outcomes (PLO)

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Program Learning Outcomes (PLO)

1. **Successfully apply for an in-home daycare license.**
2. **Understand and implement regulatory conditions for an in-home daycare service.**
3. **Understand the developmental needs of the infants, toddlers, and children being served.**
4. **Provide a safe and enriching environment for the children being served.**

## CTE Documentation

*If this page is blank, then this program does not have "CTE" as a selection. Please check the Cover page.*

**Gainful Employment No**

**Apprenticeship No**

**Sponsor Name**

**Sponsor Address**

**Sponsor Phone**

**Related/Supplemental Instruction (RSI) Year 1 hours**

**Related/Supplemental Instruction (RSI) Year 2 hours**

**Related/Supplemental Instruction (RSI) Year 3 hours**

**Include California Division of Apprenticeship Standards (DAS) letter with Attachments No**

### **Labor Market Information (LMI) and Analysis**

39-9011.00 - Childcare Workers Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Sample of reported job titles: Assistant Teacher, Caregiver, Child Care Worker, Child Caregiver, Childcare Provider, Childcare Worker, Daycare Teacher, Daycare Worker, Infant Teacher, Toddler Teacher Median wages (2018)

\$11.17 hourly, \$23,240 annual Employment (2016) 1,217,000 employees Projected growth (2016-2026) Average (5% to 9%) Average (5% to 9%) Projected job openings (2016-2026) 189,100

### **Net Annual Labor Demand**

***Enter the estimated number of annual job openings, minus the annual number of program completers of other programs within the college service areas. The figure entered must be greater than zero and the number entered here must be explicitly stated in the analysis and consistent with the supporting documentation:***

19

Advisory Committee Recommendations

### **Advisory Committee Members**

None

### **Summary of Recommendations**

None

**Include Advisory Committee Minutes with Attachments No**

## Supporting Documents

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Attached File

ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/411/2757?fileId=362)

childcare workers AvailableWorkforce\_Wages.xls (/Form/Program/\_DownloadFile/411/2757?fileId=363)

AvailableWorkforce\_ProjectedEmployment.pdf (/Form/Program/\_DownloadFile/411/2757?fileId=364)

AvailableWorkforce\_CurrentEmployment.pdf (/Form/Program/\_DownloadFile/411/2757?fileId=365)

CoreIndicatorsbyTOPCodeSummarybyState.pdf (/Form/Program/\_DownloadFile/411/2757?fileId=366)

CE PRAU - VOCE - 2017-18.pdf (/Form/Program/\_DownloadFile/411/2757?fileId=538)

LMI Top Code 1305\_June 2019.pdf (/Form/Program/\_DownloadFile/411/2757?fileId=539)

ECS Family License Narrative.docx (/Form/Program/\_DownloadFile/411/2757?fileId=621)

**I have attached all supporting documents Yes**

**I have attached the Chancellor's Office New Program Proposal Narrative Yes**



## Library Resources

### Percentage of courses offered distance learning

The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.

The college has sufficient instructional resources presently available for support of this course. Yes

The college instructional resources are not presently adequate to support the teaching of this course. No

### Approximate cost of additional materials and equipment to implement new curriculum

#### Additional comments:

Based on our findings, the library has sufficient resources to support this course.

## Feasibility Analysis - Dean's Page

**Program Title** Family Childcare License Preparation

**Top Code** 1305.00 - Child Development/Early Care and Education\*

**CIP Code** 19.0709: Child Care Provider/Assistant.

**Lecture Load** 0.290

**Lab Load** 0.000

**Total Workload** 0.290

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 0.00

**Other** 0.00

**Total Fiscal Impact** 0.00

### Gainful Employment

Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section ([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))

### Feasibility Analysis

Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.

Program hrs range for required courses is 69-115 total hrs x 30 students = 2,070-3,450 = 3.94-6.57 FTES = \$20,187.43 - \$33,645.71 (CDCP funding) Total program hours, including the elective VOCE and VESL courses is at 180.96-288.08 total hrs. x 30 students = 5,428.80 – 8,664 total hrs. = 10.35 – 16.50 FTES = \$52,992 - \$84,494.63 estimated (CDCP funding)

### Course Review Date

**Program Review Date** 04/09/2021

**The program is feasible:**

yes

**The program is not feasible:**

### Funding Source/Plan

FTES + certificate completion as per new funding formula. Also to be considered is the number of students completing this noncredit CDCP certificate who are transitioning to credit programs such as ECS.

Codes

Special Dates

Academic Senate

05/19/2020

Board of Trustees

06/09/2020

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2020

**Catalog Term** 2020/2021

**Top Code** 1305.00 - Child Development/Early Care and Education\*

**Program Control Number**

**Is CDCP** Yes

**Originator** Roepke, Thesa

**Origination Date**

03/28/2019

**Comments**

Once certificate is approved, all courses in the certificate will be considered CDCP courses.

CCCCO Entry

**Program Goal** CTE (all non-ADT awards with CTE TOP-Codes)

**TOP Code** 1305.00 - Child Development/Early Care and Education\*

**Hours for Degree Major/Emphasis (Minimum)**

**Hours for Degree Major/Emphasis (Maximum)**

**Total Hours (Minimum)** 69.000

**Total Hours (Maximum)** 230.000

**Annual Completers**

**Faculty Workload**

0.290

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment** No

**Net Annual Labor Demand** 19

**Program Review Date** 04/09/2021

**Apprenticeship** No

**Distance Education Percentage**

**District Governing Board Approval Date** 06/09/2020

# New Noncredit Program: ESL Introduction to Early Childhood Studies - Certificate of Competency

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**Program Title** ESL Introduction to Early Childhood Studies

**Department** Noncredit Education

**Discipline** Vocational English as a Second Language (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Spring

**Year** 2020

**Program Goal** Local (community need)

**Proposed Start** 08/17/2020

## **Justification/Need for New or Modified Program**

### **How will this program, or program modification, meet student, employer, or community needs?**

The certificate is being developed as part of an IBEST model where noncredit English language learners simultaneously learn the professional language and basic skills needed for entering credit Early Childhood Studies coursework. This is part of the accelerated Pathways program and will serve as a bridge from noncredit to credit classes. These courses have also been requested by Santa Barbara County Resource and Referral and respond to projected employment needs in this field.

This program will provide English language learners language support and benefit these students in the following ways:

- Provide the training necessary to open an in-home licensed care facility
- Provide opportunities for self-employment
- Increase the number of daycare spots in the region, which is an emergent need (Struggling to Stay Afloat: The Real Cost Measure in California 2019 report), allowing more parents to enter the workforce
- Improve childcare stability across the region
- Improve the quality of daycare in the Northern Santa Barbara region
- Create a pathway to the credit ECS program in order to increase the opportunity to transition from this noncredit program to the credit program

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

## **Proposed Program Mission Statement**

The noncredit vocational English as a Second Language (VESL) Family Childcare License Preparation certificate of competency prepares students in providing quality early care and education to children birth to 12 years of age in a childcare setting. Additionally, the program trains adults who are responsible for the care of children, such as family members, friends, and neighbors. Lastly, the program provides an educational pathway to the Early Childhood Studies credit program.

This VESL Introduction to Early Childhood Studies certificate of competency provides students with an innovative pathway to accelerating and enhancing success in obtaining employment in this field and/or successfully entering and completing credit coursework and a higher degree in this field.

## **Co-Contributor**

Contributor

- Keiser, Andria
- Roepke, Thesa

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## **Program Goals and Objectives**

Upon completion of the program, students will successfully transition into the Early Childhood Studies academic program.

## **Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)**

Courses have been added to develop a noncredit certificate of competency. The short nature of the courses will allow students to earn a certificate in less than one year.

**Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.**

This program provides a pipeline to clarify and enter the credit ECS path.

#### **Enrollment and Completer Projections**

**Enter estimated number of program completers:**

25

**What were the enrollment projections based on?**

Projections were based on the average number of credit ECS program completers and the number of referrals provided by the Community Action Commission (CAC).

#### **Place of Program in Existing Curriculum**

**Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

Although the content is also covered in credit courses, the rigor and intensity do not equate to the courses offered in the credit side of the house. Further, students who successfully complete these noncredit courses will be able to be successful in credit courses. In short, students completing these courses have a high likelihood of being retained and successfully passing credit ECS courses.

Similar Programs in the Service Area

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

This program is not offered in the region (Cuesta, SBCC). The potential for this program to grow, but also feed into the AHC ECS program is considerable.

**Faculty persons contacted at colleges offering similar programs.**

N/A

Adequate Resources

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Lab Equipment
- Media Equipment
- Qualified Staff
- Instructional Supplies
- Software/Technology

**Other** No

**Please specify**

N/A

**Are these adequate? If no, describe the type of additional resources that will be needed.**

N/A

**List qualified faculty members who will be available to teach the program.**

Both ECS Faculty and noncredit Faculty.

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Yes.

**What type of facilities/classroom are available for this program?**

AHC classroom space as well as off-campus classroom space through Community Education.

**Is this adequate? If no, list the types of facility needs for this program.** Yes.

## Catalog Description

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### Catalog Description

This VESL Introduction to Early Childhood Studies (ECS) certificate of competency is designed to prepare noncredit students more quickly for success in the credit level. Students will master the basic skills in reading, writing, speaking, and listening while simultaneously completing the noncredit certificate series of five academic ECS courses. Upon completion, the students will be better prepared for work in the ECS professions and/or credit coursework. It is designed for students who have successfully completed or demonstrated competency at the high-intermediate/low-advanced ESL levels. Career opportunities include: child care workers, preschool teachers, teacher assistants/aides, special education teachers, preschool and childcare center directors, and more. Students will:

- Learn the professional language and ESL skills to understand the history of childhood studies and theories.
- Actively listen in order to understand main ideas presented in lectures, conversations, and multimedia presentations in early childcare settings.
- Read and understand authentic texts about a variety of guidance interaction strategies that promote a caring classroom.
- Understand how to interview children, write professional reports, and summarize accurately.
- Develop study skills for credit classes including essay writing, research, and citing sources.

### Program Completion Requirements

**English language learners at the noncredit ESL C/D level are required to enroll concurrently in VOCE and VESL courses. Ten courses are required to obtain the Certificate of Competency.**

**Hours:** 274 - 374

VOCE7310 History of Child Development 36 - 48

VOCE7311 Guidance and Interaction 18 - 30

VOCE7312 The Importance of Play 32 - 36

VOCE7313 Observation Made Easy 36 - 48

VOCE7314 Assessment and Delivery Systems 15 - 25

VESL7310 History of Child Development 36 - 48

VESL7311 Guidance and Interaction 18 - 30

VESL7312 The Importance of Play 32 - 36

VESL7313 Observation Made Easy 36 - 48

VESL7314 Assessment & Delivery Systems 15 - 25

### Program Learning Outcomes (PLO)

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Program Learning Outcomes (PLO)

1. **Summarize important historical influences on the development of children.**
2. **Implement guidance and interaction strategies when working with children.**
3. **Implement curriculum and activities that support the value of play when working with children.**
4. **Apply observation strategies when working with children.**
5. **Identify and implement various assessment processes when working with children.**
6. **Enroll in Early Childhood Studies coursework upon completion of the certificate.**

### Program Requirements

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Course Block Definitions

## CTE Documentation

*If this page is blank, then this program does not have "CTE" as a selection. Please check the Cover page.*

## Supporting Documents

### Attached File

ECS Advisory Meeting Spring 2018 Agenda.docx (/Form/Program/\_DownloadFile/414/2757?fileId=381)  
ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/414/2757?fileId=382)  
ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/414/2757?fileId=383)  
ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/414/2757?fileId=384)  
ECS Advisory Meeting Spring 2019 Agenda.docx (/Form/Program/\_DownloadFile/414/2757?fileId=385)  
ECS Program Advisory Meeting Minutes Spring 2019.docx (/Form/Program/\_DownloadFile/414/2757?fileId=386)  
VESL ECS Intro Narrative.docx (/Form/Program/\_DownloadFile/414/2757?fileId=627)

**I have attached all supporting documents** Yes

**I have attached the Chancellor's Office New Program Proposal Narrative** No

## Library Resources

### Percentage of courses offered distance learning

**The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.**

**The college has sufficient instructional resources presently available for support of this course.** Yes

**The college instructional resources are not presently adequate to support the teaching of this course.** No

**Approximate cost of additional materials and equipment to implement new curriculum**

### Additional comments:

Based on our findings, the library has sufficient resources to support this course.

## Feasibility Analysis - Dean's Page

**Program Title** ESL Introduction to Early Childhood Studies

**Top Code** 4931.00 - Vocational ESL\*

**CIP Code** 32.0109: Second Language Learning.

**Lecture Load** 1.090

**Lab Load** 0.000

**Total Workload** 1.090

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 0.00

**Other** 0.00

**Total Fiscal Impact** 0.00

**Gainful Employment**

Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section ([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))

**Feasibility Analysis**

Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.

262- 374 hrs x 30 students = 7,860.00- 11,220.00 total hrs = 14.97-21.37 FTES = \$83,046.51 - \$118,547.31 in apportionment. No new costs due to existing faculty, equipment, and facilities.

**Course Review Date**

**Program Review Date** 04/08/2022

**The program is feasible:**

yes

**The program is not feasible:**

**Funding Source/Plan**

FTES funding as per new funding formula

**Codes**

**Special Dates**

Academic Senate

05/19/2020

Board of Trustees

06/09/2020

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2020

**Catalog Term**

**Top Code** 4931.00 - Vocational ESL\*

**Program Control Number**

**Is CDCP No**

**Originator** Keiser, Andria

**Origination Date**

03/31/2019

**Comments**

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CCCCO Entry

**Program Goal** Local (community need)

**TOP Code** 4931.00 - Vocational ESL\*

**Hours for Degree Major/Emphasis (Minimum)** 274.000

**Hours for Degree Major/Emphasis (Maximum)** 374.000

**Total Hours (Minimum)** 274.000

**Total Hours (Maximum)** 347.000

**Annual Completers**

**Faculty Workload**

1.090

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date** 04/08/2022

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date** 06/09/2020



# New Noncredit Program: VESL Family Childcare License Preparation - Certificate of Competency

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**Program Title** VESL Family Childcare License Preparation

**Department** Noncredit Education

**Discipline** Vocational English as a Second Language (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Fall

**Year** 2019

**Program Goal** Local (community need)

**Proposed Start** 08/17/2020

## **Justification/Need for New or Modified Program**

### **How will this program, or program modification, meet student, employer, or community needs?**

The certificate is being developed as part of an IBEST model where noncredit English language learners simultaneously learn the professional language and basic skills needed for entering credit Early Childhood Studies coursework. This is part of the accelerated Pathways program and will serve as a bridge from noncredit to credit classes. These courses have also been requested by Santa Barbara County Resource and Referral and respond to projected employment needs in this field.

This program will provide English language learners language support and benefit these students in the following ways:

- Provide the training necessary to open an in-home licensed care facility.
- Provide opportunities for self-employment
- Increase the number of daycare spots in the region, which is an emergent need (Struggling to Stay Afloat: The Real Cost Measure in California 2019 report), allowing more parents to enter the workforce
- Improve childcare stability across the region
- Improve the quality of daycare in the Northern Santa Barbara region
- Create a pathway to the credit ECS program in order to increase the opportunity to transition from this noncredit program to the credit program

**ALLAN HANCOCK COLLEGE MISSION STATEMENT** *Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.*

## **Proposed Program Mission Statement**

The noncredit vocational English as a Second Language (VESL) Family Childcare License Preparation certificate of competency prepares English language learners in providing quality early care education to children birth to 12 years of age in a licensed family childcare setting. Additionally, the program trains adults who are responsible for the care of children, such as family members, friends, and neighbors.

This VESL Family Childcare License Preparation certificate of competency provides students with an innovative pathway to accelerating and enhancing success in obtaining employment in this field and/or successfully entering and completing credit coursework and a higher degree in this field.

## **Co-Contributor**

Contributor

- Keiser, Andria
- Roepke, Thesa

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## **Program Goals and Objectives**

The English language learner earning this certificate of completion will be able to:

- Successful apply for an in-home daycare license
- Understand and implement regulatory conditions for an in-home daycare service
- Understand the developmental needs of the infants, toddlers, and children being served
- Provide a safe and enriching environment for the children being served.

**Briefly describe the curriculum addition/modification (i.e. development of new curriculum: instructional methodology, etc.)**

Courses have been added to develop a noncredit certificate of competency. The short nature of the courses will allow students to earn a certificate in less than one year. The courses will be supplemented with an IBEST framework for English language learner support.

**Explain how the program is appropriate to the objectives and conditions of higher education and community college education in California and how it conforms to statewide master planning.**

This program provides a pipeline to clarify and enter the credit ECS path.

**Enrollment and Completer Projections**

**Enter estimated number of program completers:**

25

**What were the enrollment projections based on?**

Projections were based on the average number of credit ECS program completers and the number of referrals provided by the Community Action Commission (CAC).

**Place of Program in Existing Curriculum**

**Are there related programs currently being offered at AHC? Duplication with other departments? Will this program replace another program? Do the program courses currently exist?**

Although the content is also covered in credit courses, the rigor and intensity do not equate to the courses offered in the credit side of the house. Further, students who successfully complete these noncredit courses will be able to not only open an in-home daycare service but be successful in credit courses. In short, English language learners completing these courses have a high likelihood of being retained and successfully passing credit ECS courses.

Similar Programs in the Service Area

**Describe all similar programs offered by colleges within commuting distance of the college or service area. How does the program differ? Attach catalog pages.**

This program is not offered in the region (Cuesta, SBCC). The potential for this program to grow, but also feed into the AHC ECS program is considerable.

**Faculty persons contacted at colleges offering similar programs.**

N/A

Adequate Resources

**Identify the college resources that will be needed, and that are currently available for offering this program.**

- Lab Equipment
- Media Equipment
- Qualified Staff
- Instructional Supplies
- Software/Technology

**Other No**

**Please specify**

N/A

**Are these adequate? If no, describe the type of additional resources that will be needed.**

Yes.

**List qualified faculty members who will be available to teach the program.**

Thesa Roepke, Alice Cadell, Yvon Frazier, and ECS part-time faculty for the ECS piece. For the VESL piece, there are several noncredit ESL faculty that could offer the English language support.

**Is this adequate? If no, list additional faculty and/or staff resource needs.**

Yes.

**What type of facilities/classroom are available for this program?**

AHC classroom space as well as off-campus classroom space through Community Education

**Is this adequate? Yes**

**If no, list the types of facility needs for this program. .**

## Catalog Description

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### Catalog Description

This certificate of competency in Family Childcare License Preparation will prepare the English language learner for the in-home family childcare licensing process by providing the required hours of instruction on regulatory aspects, development stages, nutrition, and safety. Upon completion, the student will need to complete the application process through Community Care Licensing with the Department of Social Services. Program completion does not ensure license approval.

### Program Learning Outcomes (PLO)

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1. **Successfully apply for an in-home daycare license.**
2. **Understand and implement regulatory conditions for an in-home daycare service.**
3. **Understand the developmental needs of the infants, toddlers, and children being served.**
4. **Provide a safe and enriching environment for the children being served.**

### Program Requirements

**English language learners at the noncredit ESL C/D level are required to enroll concurrently in VOCE and VESL courses. Ten courses are required to obtain the Certificate of Competency.**

For example, VOCE 7300 and VESL 7300 must be taken concurrently.

#### Program Courses

1. VESL 7300 - Family Childcare Business - Lab 0.000 \* Active\*  
and
2. VOCE 7300 - Family Childcare Business \* Active\*  
and
3. VESL 7301 - Child Health and Safety \* Active\*  
and
4. VOCE 7301 - Child Health and Safety \* Active\*
  
5. VESL 7302 - Developmental Needs of Children \* Active\*  
and
6. VOCE 7302 - Developmental Needs of a Child \* Active\*
  
7. VESL 7303 - Infant and Toddler Care - Lab 0.000 \* Active\*  
and
8. VOCE 7303 - Infant and Toddler Care \* Active\*
  
9. VOCE 7304 - Ethics and Business Contracts \* Active\*  
and
10. VESL 7304 - Ethics and Business Contracts - Lab 0.000 \* Active\*

## CTE Documentation

*If this page is blank, then this program does not have "CTE" as a selection. Please check the Cover page.*

## Supporting Documents

### Attached File

ECS Advisory Meeting Spring 2019 Agenda.docx (/Form/Program/\_DownloadFile/413/2757?fileId=377)  
ECS Advisory Meeting Spring 2018 Minutes.docx (/Form/Program/\_DownloadFile/413/2757?fileId=378)  
ECS Advisory Meeting Spring 2018 Agenda.docx (/Form/Program/\_DownloadFile/413/2757?fileId=379)  
ECS Program Advisory Meeting Minutes Spring 2019.docx (/Form/Program/\_DownloadFile/413/2757?fileId=380)  
VESL ECS Family License Narrative.docx (/Form/Program/\_DownloadFile/413/2757?fileId=620)

**I have attached all supporting documents** Yes

**I have attached the Chancellor's Office New Program Proposal Narrative** No

## Library Resources

### Percentage of courses offered distance learning

**The description of instructional materials, support materials, and equipment required to implement the proposed new course, and that is to be provided by the Learning Resources Center, has been reviewed by the course initiator and faculty librarian.**

**The college has sufficient instructional resources presently available for support of this course.** Yes

**The college instructional resources are not presently adequate to support the teaching of this course.** No

**Approximate cost of additional materials and equipment to implement new curriculum**

### Additional comments:

Based on our findings, the library has sufficient resources to support this course.

## Feasibility Analysis - Dean's Page

**Program Title** VESL Family Childcare License Preparation

**Top Code** 4931.00 - Vocational ESL\*

**CIP Code** 32.0109: Second Language Learning.

**Lecture Load** 0.466

**Lab Load** 0.000

**Total Workload** 0.466

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 0.00

**Other** 0.00

**Total Fiscal Impact** 0.00

### Gainful Employment

**Indicate if the program meets U.S. Department of Education gainful employment criteria. A complete set of resource documents is available on the U.S. Department of Education website under the Gainful Employment Information section ([www.ifap.ed.gov/GainfulEmploymentInfo](http://www.ifap.ed.gov/GainfulEmploymentInfo))**

### Feasibility Analysis

**Consider appropriateness to AHC mission, CCC mission, demonstrated need/demand, enrollment projections data, labor market info, availability of adequate college resources, including library instructional materials, and services.**

No new costs due to existing faculty, equipment, and facilities. 111.96-173.08 hrs x 25 students = 2,799.00 - 4,327.00 total hrs. = 5.33- 8.24 FTES = \$29,573.43 - \$45,717.85 in apportionment.

### Course Review Date

### Program Review Date

**The program is feasible:**

yes

**The program is not feasible:**

### Funding Source/Plan

FTES funding as per new funding formula (CDCP is \$5,547 per CDCP FTES)

Codes

Special Dates

Instructional Services

**Date Reviewed Semester** Fall

**Year** 2019

**Catalog Term**

**Top Code** 4931.00 - Vocational ESL\*

**Program Control Number**

**Is CDCP** No

**Originator** Roepke, Thesa

**Origination Date**

03/31/2019

**Comments**

CCCCO Entry

**Program Goal** Local (community need)

**TOP Code** 4931.00 - Vocational ESL\*

**Hours for Degree Major/Emphasis (Minimum)**

**Hours for Degree Major/Emphasis (Maximum)**

**Total Hours (Minimum)**

**Total Hours (Maximum)**

**Annual Completers**

**Faculty Workload**

0.466

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date**

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date**






# 6-9-2020 Board Agenda Item Academic Policy and Planning Committee Curriculum Summary\_Signature Item

Final Audit Report

2020-05-22

Created:	2020-05-22
By:	Christy Lopez (clopez@hancockcollege.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA6vupoOs3TKV2RMiQFa9LVIWWCCykl0Nh

## "6-9-2020 Board Agenda Item Academic Policy and Planning Committee Curriculum Summary\_Signature Item" History

-  Document created by Christy Lopez (clopez@hancockcollege.edu)  
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-  Signed document emailed to Christy Lopez (clopez@hancockcollege.edu) and Trevor Passage 5/22/20 (trevor.passage@hancockcollege.edu)  
2020-05-22 - 3:40:54 PM GMT