

To: Board of Trustees	Date:
From:	June 14, 2022
Subject: Academic Policy and Planning Curriculum Summary Report	Item Number:
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 33

**BACKGROUND**

The curriculum report for the period March 17 – May 12, 2022 is attached for consideration by the board of trustees. This report includes a summary of new courses, course reviews and modifications, course conversions to distance learning or remote learning, and the following new program:

Personal Care Attendant, Certificate of Completion (Noncredit)

The certificate is being developed to address the need for personal care attendants in the region.

**FISCAL IMPACT**

The estimated cost for new and modified curricula is estimated at \$4,949.

**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

June 14, 2022

For the period March 17 to May 12, 2022

Larry Manalo Jr, Committee Chairperson

Dave DeGroot, Vice Chair/Technical Review Committee Chair

Christine Bisson, Applied Behavioral Sciences

Brent Darwin, Business

Brooke Souza, Counseling

Chad Kelly, English

Shane Anderson, Fine Arts

Sheri Bates, Kinesiology, Recreation and Athletics

Mary Pat Nelson, Health Sciences

John Gerrity, Industrial Technology

Andria Keiser, Languages & Communication

Trevor Passage, Academic/Student Services

Brian Youngblood, Life and Physical Sciences

Derek Mitchem, Mathematical Sciences

Susan Roehl, Public Safety

Thomas VanderMolen, Social & Behavioral Sciences

Associated Student Body Government (vacant)

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

Andria Keiser, 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:  \_\_\_\_\_  
Alberto Restrepo (May 18, 2022 14:03 PDT)

President, Academic Senate  
Allan Hancock College

Date

Adopted by Board of Trustees:  \_\_\_\_\_ 

President, Board of Trustees  
Allan Hancock Joint Community College District

Date

## NEW COURSES/PROGRAMS RECOMMENDED FOR ADOPTION

Effective 2022/23

This section lists all new courses and programs including credit, noncredit, experimental, and special topics.

### New Credit Courses

<b>Course Number</b>	<b>Course Title</b>	<b>Units/Hours</b>
ARCH 107	<p>Sustainable Design Methods &amp; Technology</p> <p>This course covers sustainable architectural design methods and technology. Knowledge of relevant topics is required in the second-year curriculum at several universities including Cal Poly SLO. A similar course is currently offered at Cuesta College. Due to the lack of such a course at AHC, several students have left our program to complete second-year work at Cuesta College. We urgently need to retain students and offer them what they need at our campus.</p>	3
EDUC 149	<p>Cooperative Work Experience: Occupational</p> <p>The industry/workforce needs to be able to place students at worksites to gain experience with Transitional Kindergarten and other grades to support student retention and success.</p>	1-8
ENGL/ES 150	<p>Asian American Literature</p> <p>Prerequisite: ENGL 101</p> <p>The Asian American Literature course will support both the English Department and Ethnic Studies program, providing students with the opportunity to explore diverse stories, which will increase overall empathy of different cultures, improve racial representation on campus and create awareness of varied perspectives.</p>	3
ENGL 151	<p>African American Literature</p> <p>Prerequisite: ENGL 101. NOTE: Requisite is required by four-year institution.</p> <p>The African American Literature course will support both the English Department and the Ethnic Studies requirement, providing students with the opportunity to explore diverse stories, which will increase overall empathy of different cultures, improve racial representation on campus and create awareness of varied perspectives.</p>	3
ENGL 152	<p>Latina/o Literature</p> <p>Prerequisite: ENGL 101 NOTE: Requisite is required by four-year institution. This course will fulfill the need for the CSU/GE Area F Ethnic Studies requirement, the forthcoming IGETC Area 7 requirement, and the AA/AS Ethnic Studies graduation requirement.</p>	3
FASH 149	<p>Cooperative Work Experience: Occupational</p> <p>Work experience improves basic work skills and professional competencies by creating career awareness, improving habits, and fostering positive workplace habits for students majoring in fashion.</p>	1-8
INTD 149	<p>Cooperative Work Experience: Occupational</p> <p>Work experience improves basic work skills and professional competencies by creating career awareness, improving habits, and fostering positive workplace habits for students majoring in interior design.</p>	1-8

VT 102	Intro to Animal Feed and Nutrition Cal Poly has approached AHC suggesting that an animal feeding and nutrition course be established to serve animal science transfer students and provide a second articulated major course for the pathway (in addition to AHC AG 152). Additionally, this course is needed for veterinary technology students who will benefit from this content that is pertinent to animal health.	3
VT 308	Intro Clinical Lab Techniques This course will provide introductory academic experiences that are necessary to form foundational clinical laboratory skills in the veterinary setting.	3

**New Noncredit Courses**

Course Number	Course Title	Hours
BASK 7200	Library Skills This noncredit lab course will teach students how to navigate the academic library, how to seek out research counsel from librarians and other library staff and how to evaluate the credibility of information sources. Students will also learn general library etiquette and library research skills. This course allows access to the open access digital resources of the library.	4 - 6
HLTH 7001	Personal Care Attendant I Co-requisite: HLTH 7002 The personal care attendant course is designed to meet the increasing demands of an aging population in the community. The course will cover the duties of the personal care attendant in various settings.	32 - 36
HLTH 7002	Personal Care Attendant II  In compliance with AB 705, high school graduates may not take a credit ESL or English course below transfer level. This course mirrors our ESL 310 Reading Skills and Strategies to provide instruction to those ESL high school graduate students who may not feel prepared to take English 101.	16-18
NESL	Due to AB 705 legislation, NESL mirrored noncredit courses will be linked to their credit counterpart. This will allow students with high school diplomas or GEDs from the U.S. to improve their language skills prior to ENGL 101.	
NESL 7310	Reading Skills and Strategies	43-48
NESL 7537	Intermediate Reading for ESL	80-90
NESL 7538	Intermediate Writing for ESL	80-90
NESL 7540	Advanced Reading for ESL	80-90
NESL 7541	Advanced Writing for ESL	80-90
NESL 7543	Intermediate Conversation for ESL	48-54
NESL 7544	Advanced Conversation for ESL	48-54
NESL 7555	Pronunciation for ESL	48-54
OLDR 7035	Jewelry Making & Repair	24-68

Formerly, VOCE 703A. The labor market data no longer justifies offering this course as short-term vocational course, yet it is extremely popular and will be offered as an enrichment course. Eliminated the A/B versions of the class which will allow a broader range of contact hours to ease scheduling.

### New Noncredit Program

Department	Program Title	Hours
Noncredit	Personal Care Attendant, Certificate of Completion	48-54

### COURSE REVIEW Effective 2023-24

Courses listed here have been reviewed as part of a regularly scheduled course review cycle including re-validation of requisites, advisories, and limitation on enrollment where applicable.

### Credit Courses

Course Number	Course Title	Units
ACCT 105	Introduction to Accounting	3
ACCT 140	Managerial Accounting Prerequisite: ACCT 130 or ACCT 131 and ACCT 132 Max Course Enrollment number added and DE updated	3
ACCT 150	Intro to Acct Info Systems Prerequisite: ACCT 131 and ACCT 132 or ACCT 317 and ACC 318. Updated SLOs by removing 2 SLOs.	3
ACCT 160	Intro Fin Statement Analysis Prerequisite: ACCT 131 and ACCT 132 or ACCT 317 and ACCT 318 Textbook update.	3
ACCT 170	Introduction to Tax Accounting Textbook update.	3
ACCT 317	Bookkeeping 1 The availability of this course as a distance education course improves our ability to meet the needs of our students and community. Changes in this course review include: student learning outcomes which provide major milestones in the course; course objectives that reflect the scope of the course and not chapter headings specific to one textbook. Textbook version update.	3
ACCT 318	Bookkeeping 2 Prerequisite: ACCT 317	3
ACCT 327	Payroll Accounting Prerequisite: ACCT 317	3
BIOL 132	Marine Biology	4

Updated course content, outcomes and objectives, and textbook.

BIOL 179	Experimental Courses in Biology	0.5 to 3
BIOL 189	Independent Projects in Biology	1 to 3
CHEM 120	Introductory Chemistry The P/NP option is being added to help students navigate through the curriculum without concern of affecting their GPA. Additionally, the math prerequisites currently applied to this course are no longer being offered due to current legislation	4
CHEM 140	Introduction to Organic and Biochemistry Formerly, Introductory Organic Chemistry. Changes to this course are being made to align with transfer model curriculum.	4
CHEM 150	General Chemistry 1 The math prerequisites currently applied to this course are no longer being offered due to current legislation.	5
GEOG 101	Physical Geography Advisory: ENGL 101	3

**MODIFICATIONS**  
**Effective 2023/2024**

**Course Modifications**

<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
AJ 101	AJ 101 Intro to Criminal Justice Removed advisory ENGL 514	3
AJ 102	AJ 102 Criminal Procedures Removed advisory ENGL 514	3
AJ 103	AJ 103 Concepts of Criminal Law Remove advisory ENGL 514	3
AJ 104	Legal Aspects of Evidence Removed advisory: ENGL 514	3
AJ 105	AJ 105 Community Relations Removed advisory ENGL 514	3
AJ 111	AJ 111 Criminal Investigation Removed advisory ENGL 514	3
AJ 120	AJ 120 Juvenile Law and Procedures	3

	Removed advisory ENGL 514	
AJ 130	Intro to Corrections	3
DANC 183	Dance Ensemble Updated language in catalog description, course content, course objectives, outside assignments and text. Removed ENGL 514 advisory course	3
ECS 112	Intro Young Child with Special Needs Modify distance education criteria to remove My Virtual Child from contact hours listed by mistake.	3
ECS 115	Infant/Toddler Care and Education Prerequisite ECS 151	3
ECS 117	Teach Dual Language Learners Formerly, Teaching Children in a Multicultural Classroom, the course content is being modified to meet industry standards, updated SLO's, objectives, and textbook.	3
ES 101	Race and Ethnic Relations Formerly, ES 120 The course number is being changed from 120 to 101. This course is cross-listed with SOC 120, Race and Ethnic Relations	3
GEOL 111	GEOL 111 Historical Geology The advisory course, MATH 309 and MATH 311 are being removed.	4
VOCE 7502	Intro to Tax Preparation Updated term offering, in-class activities.	19 hrs
VOCE 7503	Intro to Tax Prep Software Updated term offering, in-class activities	8 hrs
VOCE 7622	Green Gardening: Beginning Updated term offering, in-class activities, and modified student learning outcomes.	25 hrs
VOCE 7623	Green Gardening: Advanced Updated term offering, in-class activities, and modified student learning outcomes.	25 hrs
VOCE 7800B	Commercial Truck Driving: Preparation for Learner's Permit Course was updated to reflect ELDT requirements (effective Fall 2021). This revision is a refinement to the scope of the course contents. By removing the optional endorsements and limiting the focus to just the basic requirements for the CDL, there are fewer restrictions on the faculty who are qualified to teach the class. Modifications: added discipline placement language to course outline, updated DE section.	56 -64 hrs

## Program Modifications

Department	Program Title	Units/Hours
Public Safety	Basic Law Enforcement Academy, Certificate of Achievement This proposal clarifies program requirements and the two options for earning the certificate: LE 310 and LE 320 (23.5 units) or LE 321 and LE 322 (20 units). (effective 2022/23)	20 - 23.5 units
Noncredit	Commercial Truck Driving, Certificate of Competency References to hazardous materials is being removed in the program. This pertains to an optional endorsement, which is not required for the basic Class A license.	131-149 hrs.
Noncredit	Advanced ESL Certificate of Competency The program is modified to include the new noncredit mirrored courses. (effective 2022/23)	120-390 hrs.
Applied Behavioral Sciences	Early Childhood Studies: Elementary Education in Diversity Studies, Associate in Science Formerly: Elementary Education with Bilingual/Bicultural Emphasis. Updated program title to be more aligned with workforce/industry standards. Add a new ECS 123 course and add a revised ECS 117 course. Removal of ECS/ EDUC 133--which is no longer offered. Units changes to reflect a range based on selective courses.	41-44 units
Applied Behavioral Sciences	Early Childhood Studies: Elementary Education in Diversity Studies, Certificate of Achievement	41-44 units
Industrial Technology	Computer Networking & Electronics Technology: Network Maintenance and Digital Technologies, Associate in Science Formerly: Electronics Technology: Network Maintenance and Digital Technologies During the last program review, the Electronics Technology Industry Advisory Committee and Validation Team recommended that the program title be modified to more accurately reflect the content of the program, which includes computer networking training. Other modifications include incorporating EL109 material to EL 108 and Increase the units for EL 108. (effective 2022/23)	24 units

### REQUEST FOR DISTANCE EDUCATION MODALITY Effective 2022/2023

DE Type	Course Number	Course Title
DE	ACCT 317	Bookkeeping 1
DE	ACCT 318	Bookkeeping 2
DE	ACCT 327	Payroll Accounting
DE	AJ 101	Intro to Criminal Justice
DE	AJ 102	Criminal Procedures
DE	AJ 103	Concepts of Criminal Law



DE	AJ 104	Legal Aspects of Evidence
DE	AJ 105	Community Relations
DE	AJ 111	Criminal Investigation
DE	AJ 120	Juvenile Law and Procedures
DE	AJ 130	Intro to Corrections
DE Synchronous Only	ARCH 107	Sustainable Design Methods & Technology
DE	EDUC 149	Cooperative Work Experience: Occupational
DE	ENGL /ES 150	Asian American Literature
DE	ENGL 151	African American Literature
DE	ENGL 152	Latina/o Literature
DE	FASH 149	Cooperative Work Experience: Occupational
DE Synchronous Only	HLTH 7001	Personal Care Attendant I
DE Synchronous Only	HLTH 7002	Personal Care Attendant II
DE	INTD 149	Cooperative Work Experience: Occupational
ERT	MT 110	CNC G Code
ERT	NESL 7310	Reading Skills and Strategies
DE Synchronous Only	NESL 7537	Intermediate Reading for ESL
DE Synchronous Only	NESL 7538	Intermediate Writing for ESL
DE Synchronous Only	NESL 7540	Advanced Reading for ESL
DE Synchronous Only	NESL 7541	Advanced Writing for ESL
DE Synchronous Only	OLDR 7214	Ceramics 1
DE Synchronous Only	OLDR 7215	Mixed Medi 1
DE Synchronous Only	OLDR 7216	Ceramics 2
DE Synchronous Only	OLDR 7400	Mixed Ensemble
DE Synchronous Only	PHTO 7200	Digital Photos & the Computer
DE Synchronous Only	PHTO 7201B	Basic Digital Photography
DE Synchronous Only	PHTO 7202B	Digital Photo Editing & Post Processing
DE Synchronous Only	PHTO 7203B	Advanced Digital Photography
DE Synchronous Only	PHTO 7204B	Phonetography
DE Synchronous Only	PHTO 7205	Photography for Online Sales
DE Synchronous Only	PHTO 7206	Food Photography
DE Synchronous Only	VOCE 7502	Intro to Tax Preparation
DE Synchronous Only	VOCE 7503	Intro to Tax Prep Software
DE Synchronous Only	VOCE 7622	Green Gardening Beginning
DE Synchronous Only	VOCE 7623	Green Gardening Advanced
DE Synchronous Only	VOCE 7800B	Commercial Truck Driving: Preparation for Learner's Permit

**REQUEST FOR GRADUATION REQUIREMENTS and GENERAL EDUCATION**  
**Effective 2023-24**

<b>Prefix &amp; Number</b>	<b>Course Title</b>	<b>GE Area/Graduation Requirement</b>
ENGL/ES 150	Asian American Literature	AHC GE 2A Social Science CSU GE C2 Humanities CSU GE F Ethnic Studies - IGETC 3B Humanities IGETC 4C Ethnic Studies AHC MCGS
ENGL 151	African American Literature	AHC GE Cat 2A Social Science CSU Area C2 Humanities CSU Area F Ethnic Studies IGETC Area 3B Humanities IGETC Area 4C Ethnic Studies AHC MCGS
ENGL 152	Latina/o Literature	AHC GE Cat 2A Social Science CSU Area C2 Humanities CSU Area F Ethnic Studies IGETC Area 3B Humanities IGETC Area 4C Ethnic Studies AHC MCGS

**MATH GRADUATION REQUIREMENT**  
**Effective 2022-23**

Students will demonstrate competence in mathematics by meeting any one of the following standards:

1. Pass one of the following courses with a grade C or better:
  - a. Any 100-level math course of at least three units
  - b. MATH 309, 321, or MATH 331 (Note: these courses will no longer be offered after Summer 2022).
2. Successful completion of Algebra 2 or higher at an accredited collegiate institution.
3. A score of 3 or higher on AP Statistics or any of the AP Calculus exams.

~~Note: Students should consult a counselor to see if MATH 309 is best for them. STEM majors and others who intend to take MATH 121 or higher, should take MATH 331~~

**MISCELLANEOUS**  
**Effective 2022/23**

<b>Proposal Type</b>	<b>Prefix &amp; Number</b>	<b>Title</b>
Textbook Change	CA 124	Sanitation, Safety and Equipment
	GEOL 111	Historical Geology
	LBRY 170	Research Methods
	MUS 104	Roots of Pop, Rock, Jazz
Course Drops	ACCT 100	Accounting for Entrepreneurs
	HOEC 7001	Old World Gingerbread
	HOEC 7162A	Creative Oriental Bunka Art

## New Noncredit Program: Personal Care Attendant - Certificate of Completion

## Cover

**Program Title** Personal Care Attendant**Department** Noncredit Education**Discipline** Health (NC)**Award Type** Certificate of Completion**Date Reviewed Semester** Spring**Year** 2022**Program Goal** CTE (all non-ADT awards with CTE TOP-Codes)**Proposed Start** 08/15/2022**Justification/Need for New or Modified Program****How will this program, or program modification, meet student, employer, or community needs?**

Certificate is being developed to bundle the HLTH-NC courses into a CDCP certificate. As the older population, as well as the disabled adult population, increases over time, while the cost for assisted living facilities soars, there is a need to provide services at the home of customers/clients. This certificate is meant to indicate that all appropriate training has been completed by the student.

**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 Personal Care Attendant certificate provides students with a quality vocational program that enhances a student's opportunity to seek employment as a personal care attendant/assistant, and/or transition to a credit Nursing program.

## Co-Contributor

## Contributor

- Bellrose, Joann
- Manalo Jr, Larry
- Ramirez Gelpi, Ana Sofia

**Program Goals and Objectives**

As a result of completing this program, students will be able to: (1) utilize correct techniques for non-medical personal care, including effective communication, measuring vital signs, and bathing, and (2) demonstrate use of effective strategies for assisting and communicating with individuals with dementia or those facing end-of-life. (3) find work in the community through a home care agency, private home, hospice(4) complete a step in the healthcare pathway to C.N.A. and other nursing programs.

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

The program prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and assist in the needs associated with end-of-life care.

**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.**

Certificate is being developed to address the need for personal care attendants in the region. As the older population increases over time, and the cost for assisted living facilities soars, there is a need to provide services at the home.

Completion of the program will award students with a vocational certificate that will help them to find employment in the field or develop their own small business. At the same time, many of the basic skills taught in the program serve to better prepare students who are interested in applying for a Nursing program. Therefore, the program serves a community vocational need but also provide a pathway for potential transition to a credit program.

### **Enrollment and Completer Projections**

**Enter estimated number of program completers:**

20

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

The enrollment projections are based on the number of students that can be accommodated in existing classroom space.

### **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 other program is being offered at Hancock, or in the region.

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.**

SBCC does provide a personal care attendant program through their extended learning (noncredit) program. Cuesta does not have a comparable program.

**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

**Other** No

**Please specify**

Current CNA faculty would be able to teach the course.

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

Yes, these are adequate.

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

FT and PT faculty are qualified to teach these courses.

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

N/A

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

Existing.

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

N/A

## Catalog Description

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### **Catalog Description**

Completion of this program prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and/or assist in the needs associated with end-of-life care.

### **Program Completion Requirements**

Students in the program must complete the following courses to meet 48-54 hrs of instruction:

- HLTH 7001 - Personal Care Attendant 2 (32-36 hrs)
- HLTH 7002 - Personal Care Attendant 3 (16-18 hrs)

## Program Learning Outcomes (PLO)

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### Program Learning Outcomes (PLO)

1. **Utilize correct techniques for non-medical personal care, including effective communication, measuring vital signs, and bathing.**
2. **Demonstrate use of effective strategies for assisting and communicating with individuals with dementia or those facing end-of-life.**

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## CTE Documentation

### SOC Codes

<https://www.onetonline.org/find/> (<https://www.onetonline.org/find/>)

31-1121 Home Health Aides

31-1122 Personal Care Aides

39-9099 Personal Care and Service Workers, All Other

## Gainful Employment

**Apprenticeship** No

### Labor Market Information (LMI) and Analysis

In the south central coast region, Personal Care Aides is in the top 10 occupations with the most job openings. For the Santa Barbara County area alone employment projections for personal and home care aides is 7,420. The Chancellor's Office Data Mart lists 52 program awards for home health aides that were reported in 2019/20 indicating an undersupply of trained personal care aides for the South Central Coast Region and high employment potential.

Source: <https://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp>

Minimal requirements - High School Diploma for voluntary state licensing State Employment - California --> 520,660 jobs  
 Employment per thousand jobs --> 31.19 Location quotient --> 2.18 Hourly mean wage --> \$12.60 Annual mean wage --> 26,220  
 Metropolitan area Employment - Los Angeles-Long Beach-Glendale, CA Metropolitan Division --> 189,810 Employment per  
 thousand jobs - 42.84 Location quotient (9)- 3.00 Hourly mean wage - \$13.36 Annual mean wage - \$27,790

### 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:***

7368

## Supporting Documents

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### Attached File

Elderly care worker jobs are the future of the US economy — Quartz.pdf (/Form/Program/\_DownloadFile/272/2757?fileId=119)

Employment Projections.xlsx (/Form/Program/\_DownloadFile/272/2757?fileId=1209)

Personal Care Aides Supply and Demand.pdf (/Form/Program/\_DownloadFile/272/2757?fileId=1210)

10 Occupations with the most job openings.pdf (/Form/Program/\_DownloadFile/272/2757?fileId=1211)

**I have attached all supporting documents** Yes

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

## Library Resources

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**Percentage of courses offered distance learning:** 100%

**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**

0.00

**Additional comments:**

## Feasibility Analysis - Dean's Page

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**Program Title** Personal Care Attendant

**Top Code** 1230.30 - Certified Nurse Assistant\*

**CIP Code** 51.3902: Nursing Assistant/Aide and Patient Care Assistant/Aide.

**Lecture Load** 0.200

**Lab Load** 0.000

**Total Workload** 0.200

**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))**

Yes

### 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.**

Workload - Each course has a load of  $0.03 \times 6 = 0.2$  Personal care Attendants or Home Health Aides is the fastest growing job in the current market. The home care workforce has more than doubled in the past 10 years as the delivery of long-term services and supports has increasingly shifted from institutional settings, such as nursing homes, to private homes and communities. In coming years, the rapidly growing population of older adults will drive demand for home care workers even higher. By 2050, the population of people over the age of 65 will nearly double, from 47.8 million to 88 million (source: PHI Key facts). The home care

workforce has more than doubled in size over the past 10 years, from 700,000 in 2005 to over 1.4 million in 2015. Personal care aides accounted for 64 percent of total employment growth, which indicates demand for non-medical assistance is contributing the most to total home care employment growth. PHI estimates that in addition to the home care workers tracked by the Bureau of Labor Statistics, approximately 800,000 independent providers are employed directly by consumers through publicly funded consumer-directed programs. These workers bring the total home care workforce to approximately 2.2 million workers. In 2017, the median pay for PCA/HHA was \$23,130 (\$11.12 per hour) with a 41% growth over the next 10 years. The median pay for nurses aides/orderlies is \$27,510. IN California the media pay for PCA/HHA is \$26,220, as per the Bureau of Labor Statistics - California.

**Course Review Date** 09/01/2024

**Program Review Date** 09/01/2024

**The program is feasible:**

Yes. Staff and classrooms have been identified.

**The program is not feasible:**

N/A. Program is feasible.

**Funding Source/Plan**

FTES-funded program (CDCP noncredit rate)

## Codes

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### Special Dates

- Academic Senate  
05/17/2022
- Board of Trustees  
06/14/2022

### Instructional Services

**Date Reviewed Semester** Spring

**Year** 2022

**Catalog Term** 2022/2023

**Top Code** 1230.30 - Certified Nurse Assistant\*

**Program Control Number**

**Implementation Date** 07/25/2018

**Is CDCP** No

**Originator** Nelson, Mary Pat

**Origination Date** 05/01/2017

### Comments

AP&P approval: 5/12/2022

**DE %** 0.00%

## CCCCO Entry

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

**TOP Code** 1230.30 - Certified Nurse Assistant\*

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

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

**Total Hours (Minimum)** 48.000

**Total Hours (Maximum)** 54.000

**Annual Completers** 20

**Faculty Workload** 0.200

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials** 0.00

**Gainful Employment** Yes

**Net Annual Labor Demand** 7368

**Program Review Date** 09/01/2024

**Apprenticeship** No

**Distance Education Percentage** 76-100%

**District Governing Board Approval Date** 06/14/2022



# Allan Hancock College

## Course Outline

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**Discipline Placement:** Health Care Ancillaries  
**Department:** Noncredit Education  
**Prefix and Number:** HLTH 7001  
**Catalog Course Title:** Personal Care Attendant I  
**Banner Course Title:** Personal Care Attendant I

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### Hours

**Unit Type:** Standard  
**Weekly Lecture Hours:** 2.0  
**Weekly Lab Hour:** 0.0  
**Total Hours:** 2.0  
**Total Min Semester Contacts Hours for 16 weeks:** 32.000  
**Total Min Semester Contacts Hours for 18 weeks:** 36.000

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**Grading Method**  
Noncredit

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### Requisites

**Corequisite**  
HLTH 7002 Personal Care Attendant II

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### Entrance Skills

None

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### Catalog Description

The course prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and/or assist in the needs associated with end-of-life care.

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### Course Content

#### Lecture

Introduction: Role of the Direct Care Worker, Consumer Rights, Ethics and Confidentiality, Professionalism, Work Settings, Teamwork, and Career Development  
Foundational Knowledge, Attitudes, and Skills: Working with Elders, Respecting Cultural Differences, Assist in the Needs associated with end-of-life care  
Communication Skills, Documentation Skills and Confidentiality.  
Infection Control, Clean and Orderly Home Environment.  
Body Systems and Common Diseases, Body Mechanics, Making and Unoccupied and Occupied Bed  
Nutritional Support  
Supporting Consumer's Dignity While Providing Personal Care According to Consumer Preference and Care Plan, during Bathing  
Supporting Consumer's Dignity While Providing Personal Care, Oral Care, Haircare, Dressing  
Supporting Consumer's Dignity While Providing Personal Care, Ambulating and Transfers  
Supporting Consumer's Dignity While Providing Personal Care, Dressing and Toileting  
Basic Restorative Skills  
Working with a Consumer Who is Depressed, Introduction to Mental Illness, Working with Consumers with Dementia, Developmental Disabilities  
Working with an Adult with Physical Disabilities, Managing Difficult Behaviors

Abuse and Neglect Prevention, Signs, and Reporting  
Worker Rights, Managing Stress, Working with Family/Responsible Persons  
Paramedical Services, Safety and Emergencies

## Lab

Concurrent Class for lab activities that align with lecture content

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## Course Objectives

### At the end of the course, the student will be able to:

1. describe challenges faced by consumers with dementia and their families.
2. describe services available to consumers and their families.
3. identify techniques to prevent abuse and neglect. Appropriately identify and report signs of abuse and neglect.
4. list reasons why a clean and orderly home is beneficial to home care consumers. Describe ways in which housekeeping in home care differs from the housekeeping in own home.
5. observe and document key information about safety in the home environment. Describe procedures for fire and medical emergencies.

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## Methods of Instruction

- Discussion
- Lecture

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## Assignments

- **Sample Assignment(s)**  
Student to complete a "My Plate" Nutritional Fact Check

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## Methods of Evaluation

- Quizzes
- Projects
- Field Trips
- Class Participation
- Class Work
- Home Work
- Other  
Field trips such as going to the grocery store to purchase food for the home.

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## Texts and Other Instructional Materials

### Adopted Textbooks

None

### Supplemental Texts

None

### Instructional Materials

1. Open Educational Resources (OER) to include teaching and learning materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

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## Student Learning Outcomes

1. HLTH7001 SLO1: Understand the tasks and responsibilities associated with the role of the Person Care Attendant.

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## Distance Learning

## Delivery Methods

- Audio/videoconferencing (Zoom, Cranium Café), etc.
- Internet
- DE synchronous and asynchronous

**Instructor Initiated Contact Hours Per Week:** 2.000

## Contact Types

1. This course can be offered in person or as a distance learning class.
2. Email Communication (group and/or individual communications)  
As Needed

## Adjustments to Assignments

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

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files 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 CMS.
- The district CMS 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 CMS to facilitate instructor-initiated contact.
- When appropriate, instructors may use group assignments.

List of possible tools employed to adjust for ERT/DL course may include but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- 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

## Adjustments to Evaluation Tools

DE 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 CMS.

Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

## Strategies to Make 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
  1. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
  2. 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).

Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

### **Inform Students**

Via Canvas, email, and/or Zoom contact.

### **Additional Comments**

N/A

# Allan Hancock College Course Outline

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**Discipline Placement:** Health Care Ancillaries  
**Department:** Noncredit Education  
**Prefix and Number:** HLTH 7002  
**Catalog Course Title:** Personal Care Attendant II  
**Banner Course Title:** Personal Care Attendant II

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## Hours

**Unit Type:** Standard  
**Weekly Lab Hour:** 1.0  
**Total Hours:** 1.0  
**Total Min Semester Contacts Hours for 16 weeks:** 16.000  
**Total Min Semester Contacts Hours for 18 weeks:** 18.000

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**Grading Method**  
Noncredit

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## Requisites

**Corequisite**  
HLTH 7001 Personal Care Attendant I

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## Entrance Skills

None

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## Catalog Description

This is the corresponding laboratory course to the Personal Care Attendant program. It prepares students to assist patients and families with non-medically directed personal care; assist with home management activities; care for patients with dementia and Alzheimer's disease; and/or assist in the needs associated with end-of-life care.

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## Course Content

**Lecture**  
N/A

### Lab

These lab activities align with lecture course

1. Introduction to the lab, communication skills and documentation
2. Infection control, clean and orderly home environment
3. Body mechanics: Making an unoccupied and occupied bed
4. Supporting consumer's dignity while providing personal care, positioning a person in bed, wheelchair, recliner and use of pressure relieving devices.
5. Nutritional support
6. Supporting consumer's dignity while providing personal care according to consumer preference and care plan and during bathing
7. Supporting consumer's dignity while providing personal care and oral care
8. Supporting consumer's dignity while providing personal care, hair care, and dressing
9. Supporting consumer's dignity while providing personal care, ambulating

10. Supporting the consumer's dignity while assisting with transfers
  11. Supporting the consumer's dignity while using mechanical lifts
  12. Supporting the consumer's dignity while providing personal care and toileting
  13. Supporting the consumer's dignity while providing personal care, eye glasses, hearing aids and prosthetics
  14. Basic restorative skills, range of motion and use of restorative devices
  15. Abuse and neglect prevention, signs, and reporting
  16. Safety and emergencies procedures.
- 

## **Course Objectives**

### **At the end of the course, the student will be able to:**

1. support the consumer's dignity while providing personal care.
  2. demonstrate safe practices for activities of daily living.
  3. demonstrate infection control measures in the home environment.
  4. demonstrate safety procedures in the home environment including fire prevention and medical emergencies.
- 

## **Methods of Instruction**

- **Demonstration**

A demonstration of each Personal Care skill is demonstrated by the instructor before a student is asked to demonstrate a personal care skill.

- **Discussion**

Theoretical concepts are reviewed before a skill or procedure is demonstrated.

- **Lab**

Return demonstration of patient care skills by the student with the instructor present.

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## **Assignments**

- **In-Class Assignments**

Example, Visiting Ombudsmen Site to report Abuse or Neglect.

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## **Methods of Evaluation**

- **Projects**
- **Class Participation**
- **Class Work**
- **Lab Activities**
- **Other**

A skills checkoff list can be used to document successful demonstration of lab assignments.

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## **Texts and Other Instructional Materials**

### **Adopted Textbooks**

None

### **Supplemental Texts**

None

### **Instructional Materials**

1. Open Educational Resources (OER) to include teaching and learning materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.
-

## Student Learning Outcomes

1. HLTH7002 SLO1 - Understand the tasks, roles, and responsibilities of the personal care attendant.
- 

## Distance Learning

### Delivery Methods

- DE synchronous only

**Instructor Initiated Contact Hours Per Week:** 1.000

### Contact Types

1. Email Communication (group and/or individual communications)  
As Needed

### Adjustments to Assignments

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

- Assignments will be submitted primarily through the district Course Management System (CMS).
- Students can submit multiple files 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.
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- Announcements in the district CMS
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- Chat, text, Twitter
- Telephone
- Virtual offices hours

## Adjustments to Evaluation Tools

DE courses allow for multiple evaluation tools with online technology.

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Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

## Strategies to Make 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:

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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:
  - a. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
  - b. 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).



Comment: Is there any aspect of the course that cannot be made accessible to students with disabilities? No

**Inform Students**

Via Canvas, email, and/or Zoom contact.

**Additional Comments**

N/A

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# Allan Hancock College Program Outline

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**Title:** Basic Law Enforcement Academy

**Award Type:** Certificate of Achievement

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The Law Enforcement certificate program is designed to prepare those interested in a career in the law enforcement field, either public or private. Students may enter the program as an independent recruit or sponsored by law enforcement agency. Completion of the program does not guarantee employment. Students will be tested mentally, physically and emotionally. The course of instruction includes academic, driving instruction, defensive tactics, firearms training and physical fitness training. Prior to enrollment, students will complete a background packet, complete a medical exam, obtain a clearance from the Department of Justice (DOJ) and be free of any felony conviction. Students who complete the program and obtain employment by a law enforcement agency are then allowed to enter the Field Training Program.

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**The graduate of the Certificate of Achievement in Basic Law Enforcement Academy will:**

- meet POST academic requirements.
  - meet POST physical fitness requirements.
  - meet military discipline/drill requirements and the POST skills requirements.
  - enter a Field Training Program of a law enforcement agency.
- 

## Program Requirements

<b>Required core courses (20 - 23.5 units)</b>		<b>Units: 20 - 23.5</b>
LE310 and	Introduction to Law Enforcement Academy (Pre-Academy)	1
LE320 or	Basic Law Enforcement Academy	22.5
LE321 and	Basic Law Enforcement Academy 1A	10
LE322	Basic Law Enforcement Academy 1B	10
<b>Total Program Units</b>		<b>20.00 - 23.50</b>

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# Allan Hancock College

## Program Outline

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**Title:** Commercial Truck Driving

**Award Type:** Certificate of Competency

---

The Commercial Truck Driving Certificate Program prepares students to take the knowledge test required to obtain a California Commercial Learner's Permit and prepares students to take the behind-the-wheel test. Upon passing both of these California Department of Motor Vehicle (CA DMV) tests, students will qualify for a California Commercial Driver's License, Class A or B, required for an entry-level position in the trucking industry.

Before taking the Commercial Learner's Permit exam, students must be 1) over 18 years of age, and 2) hold a valid California Driver's License. Before registering for the Behind-the-Wheel portion of training, students must 3) submit an authorized Medical Examination Report, 4) submit a "10 year" driving history from California DMV, 5) submit a current California CDL Learner's Permit, and 6) submit a clear drug and alcohol screening test at a Hancock-approved medical provider.

Students must receive 80% or higher on all theory course competency tests, demonstrate proficiency in all skills per the behind-the-wheel course content, and complete a minimum of 15 hours behind-the-wheel driving (California Title 13 requirement) in order to receive a certificate of Competency.

---

### The graduate of the Certificate of Competency in Commercial Truck Driving will:

- Demonstrate knowledge of commercial vehicle control systems, reporting malfunctions, and routine maintenance.
- <p>Demonstrate the importance of safe commercial vehicle operation, defensive driving, speed and space management, and cargo handling.</p>
- Interpret and apply knowledge of the regulations for commercial drivers established by the US Department of Transportation and the State of California Department of Motor Vehicles.
- Demonstrate competencies of basic maneuvers in operating a combination vehicle, including backing skills.
- Identify potential safety concerns or issues when performing a pre-trip inspection and citing safety hazards while performing the road trip.
- Demonstrate driving proficiency of basic skills in road training to obtain a State of California Commercial Drivers License - Class A or B.

---

### Program Requirements

**Required core courses (131-149 hours):**

**Hours: 131 - 149**

VOCE7800B	Commercial Truck Driving: Preparation for the Learner's Permit	56 - 64
VOCE7801B	Commercial Truck Driving: Behind-the-Wheel Training	75 - 85

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**Total Program Hours**

**131.00 - 149.00**

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# Allan Hancock College Program Outline

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**Title:** Advanced ESL

**Award Type:** Certificate of Competency

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The Noncredit English as a Second Language (NESL) advanced certificate is designed for non-native English-speaking students who want to read, write, listen, and speak in English at the high-intermediate/advanced level. These skills provide academic, vocational, career, and life-skills pathways towards college credit classes to obtain a credit certificate or degree, and/or jobs that require higher-level English communication skills. Along with completing NESL 7007 Intro to English D and NESL 7041 Conversation for Intermediate ESL, students must complete one of the following courses: NESL 7005 Intro to English C, NESL 7009 Bridge from Noncredit to Credit, NESL 7060 ESL Instructional Lab, NESL 551 Intermediate Grammar, NESL 552 Advanced Grammar, NESL 537 Intermediate Reading for ESL, NESL 538 Intermediate Writing for ESL, NESL 540 Advanced Reading for ESL, NESL 541 Advanced Writing for ESL, NESL 543 Intermediate Conversation for ESL, NESL 544 Advanced Conversation for ESL, NESL 555 Pronunciation for ESL, and NESL 310 Reading Skills and Strategies. Classes and labs are tuition-free.

---

## The graduate of the Certificate of Competency in Advanced ESL will:

- Demonstrate language proficiency skills in reading, writing, listening to, and speaking English at the Advanced ESL Certificate of Competency level.
- Demonstrate language proficiency skills in grammatical contexts at the Advanced ESL Certificate of Competency level.
- Demonstrate conversational and pronunciation proficiency skills at the Advanced ESL Certificate of Competency level.

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## Program Requirements

<b>Required Courses</b>		<b>Units: 112 - 150</b>
NESL7007	Introduction to English D	84 - 102
and		
NESL7041	Conversations for Intermediate ESL	28 - 48

**In addition to the courses above, one additional course is required. Units: 8 - 240**  
**Select from one of the following courses:**

NESL7005	Introduction to English C	84 - 102
or		
NESL7009	Bridge from Noncredit to Credit Course	84 - 102
or		
NESL7060	ESL Instructional Lab	8 - 240
or		
NESL7551	Intermediate Grammar	64 - 72
or		
NESL7552	Advanced Grammar	64 - 72
or		
NESL7537	Intermediate Reading for ESL	80 - 90
or		
NESL7538	Intermediate Writing for ESL	80 - 90
or		
NESL7540	Advanced Reading for ESL	80 - 90
or		
NESL7541	Advanced Writing for ESL	80 - 90
or		
NESL7543	Intermediate Conversation for ESL	48 - 54
or		
NESL7544	Advanced Conversation for ESL	48 - 54
or		
NESL7555	Pronunciation for ESL	48 - 54
or		
NESL7310	Reading Skills and Strategies	64 - 72

# Allan Hancock College

## Program Outline

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**Title:** Early Childhood Studies: Elementary Education in Diversity Studies

**Award Type:** Associate in Science

---

Completion of an AS Degree in Early Childhood Studies: Elementary Education in Diversity Studies is designed to lay the foundation for working in diverse educational settings. The certificate focuses on human experiences and how humans view the world and their communities. The program teaches students reflective strategies to assess inclusive early care and education workplace culture and address inequities. Completion of this degree would qualify students up to a Master Teacher-level permit issued by the California Commission on Teacher Credentialing. This prepares the student to work in Title 5, Title XXII and federally funded programs.

---

**The graduate of the Associate in Science in Early Childhood Studies: Elementary Education in Diversity Studies will:**

- Understand and apply child development theories and principles.
- Identify and implement observation, documentation, and other assessment strategies.
- Value and cultivate collaborative family and community relationships.
- Identify, develop and implement developmentally appropriate curriculum and teaching practices to positively guide children's behavior and learning.
- Develop self-reflective habits and grow as members of the early childhood profession to understand the complexities of working with diverse groups of families, children, staff and the community.
- Develop an environment that honors the diversity of the learning community (children, families, staff and community) through empowerment, equity, respect and dignity.

---

### Program Requirements

**A major of 41-44 units is required for the degree.**

**Demonstration of proficiency in Spanish and in English is required (see note).**

<b>Required core courses (39 units):</b>		<b>Units: 39</b>
ECS100	Child Growth and Development	3
ECS101	Child, Family and Community	3
ECS104	Principles and Practices of Teaching Young Children	3
ECS105	Observation and Assessment	3
ECS106	Introduction to Early Childhood Curriculum	3
ECS116	Teaching in a Diverse Society	3
ECS117	Teaching Strategies for Dual Language Learners	3
ECS118	Practicum: Preschool	3
ECS119	Practicum: Infant/Toddler	3
ECS123	Achieving Social Justice, Diversity, Equity, and Inclusion in the Classroom	3
ECS125	Curriculum for School-Age Children	3
ECS130	Exploring Teaching	3
or		
EDUC130	Exploring Teaching	3
ECS132	Child Identity and Learning	3
or		
EDUC132	Child Identity And Learning	3

**Units: 2 - 5**

**Plus a minimum of 2-5 units selected from the following:**

ECS102	Child Health, Safety & Nutrition	3
ECS122	Positive Child Guidance	3
ECS303	Introduction to Early Childhood	2
EMS102	First Aid & Safety	3
ENGL137	Children's Literature	3
SPAN104	Intermediate Spanish II	5

*Note: Proficiency in English may be demonstrated by the completion of English 101 and 102 with grades of "C" or better. Proficiency in Spanish may be demonstrated by the completion of Spanish 104 or a score of 3 or higher on an AP Spanish language exam.*

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**Total Program Units**

**41.00 - 44.00**

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# Allan Hancock College

## Program Outline

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**Title:** Early Childhood Studies: Elementary Education in Diversity Studies

**Award Type:** Certificate of Achievement

---

Completion of a certificate in Early Childhood Studies: Elementary Education in Diversity Studies is designed to lay the foundation for working in diverse educational settings. The certificate focuses on human experiences and how humans view the world and their communities. The program teaches students reflective strategies to assess inclusive early care and education workplace culture and address inequities. Completion of this certificate would prepare the student to work in Title 5, Title XXII, and federally funded programs.

---

**The graduate of the Certificate of Achievement in Early Childhood Studies: Elementary Education in Diversity Studies will:**

- Understand and apply child development theories and principles.
  - Identify and implement observation, documentation, and other assessment strategies.
  - Value and cultivate collaborative family and community relationships.
  - Identify, develop and implement developmentally appropriate curriculum and teaching practices to positively guide children's behavior and learning.
  - Develop self-reflective habits and grow as members of the early childhood profession to understand the complexities of working with diverse groups of families, children, staff and the community.
  - Develop an environment that honors the diversity of the learning community (children, families, staff and community) through empowerment, equity, respect and dignity.
- 

### Program Requirements

A major of 41-44 units is required for the certificate.

Demonstration of proficiency in Spanish and in English is required (see note).

**Units: 39**

**Required core courses (39 units):**

ECS100	Child Growth and Development	3
ECS101	Child, Family and Community	3
ECS104	Principles and Practices of Teaching Young Children	3
ECS105	Observation and Assessment	3
ECS106	Introduction to Early Childhood Curriculum	3
ECS116	Teaching in a Diverse Society	3
ECS117	Teaching Strategies for Dual Language Learners	3
ECS118	Practicum: Preschool	3
ECS119	Practicum: Infant/Toddler	3
ECS123	Achieving Social Justice, Diversity, Equity, and Inclusion in the Classroom	3
ECS125	Curriculum for School-Age Children	3
ECS130	Exploring Teaching	3
or		
EDUC130	Exploring Teaching	3
ECS132	Child Identity and Learning	3
or		
EDUC132	Child Identity And Learning	3

Units: 2 - 5

Plus a minimum of 2-5 units selected from the following:

ECS102	Child Health, Safety & Nutrition	3
ECS122	Positive Child Guidance	3
ECS303	Introduction to Early Childhood	2
EMS102	First Aid & Safety	3
ENGL137	Children's Literature	3
SPAN104	Intermediate Spanish II	5

*Note: Proficiency in English may be demonstrated by the completion of English 101 and 102 with grades of "C" or better. Proficiency in Spanish may be demonstrated by the completion of Spanish 104 or a score of 3 or higher on an AP Spanish language exam.*

---

**Total Program Units**

**41.00 - 44.00**

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# Allan Hancock College

## Program Outline

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**Title:** Computer Networking & Electronics Technology: Network Maintenance and Digital Technologies  
**Award Type:** Associate in Science

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The associate in science degree or certificate option offer students a comprehensive program in networking essentials, basic electronics and computer applications.

---

**The graduate of the Associate in Science in Computer Networking & Electronics Technology: Network Maintenance and Digital Technologies will:**

- Demonstrate a fundamental mastery of knowledge and the use of electronic equipment in electrical, digital and analog circuits.
  - Use computer simulation and design software to conduct, analyze and interpret electrical, digital and analog circuits.
  - Make calculations involving various electrical laws, formulas and principles for predicting circuit parameters using algebra and trigonometry required for electronics.
  - Use research strategies to acquire information pertinent to the solution of electronic circuits and systems.
  - Write technical laboratory reports with conclusions.
  - Demonstrate understanding of how computers communicate with each other and the methods employed to ensure that the communications is reliable.
  - Modify operating parameters of infrastructure network devices to meet network requirements.
- 

### Program Requirements

**A major of 24 units is required for the degree.**

<b>Required core courses (18 units):</b>		<b>Units: 18</b>
EL105	PC Preventive Maintenance and Upgrading	3
EL106	Networking Essentials 1	3
EL107	Networking Essentials 2	3
EL108	Networking Essentials 3	4
EL118	Fundamentals of DC and AC Circuits Analysis	3
EL119	Fundamentals of DC and AC Circuits Analysis Laboratory	2

<b>Plus a minimum of 3 units selected from the following:</b>		<b>Units: 3</b>
BUS101	Introduction to Business	3
CBIS101	Computer Concepts & Applications	3
CS102	Introduction to Computing with HTML	3
EL125	Digital Devices and Circuits	3
and		
EL126	Digital Devices and Circuits Lab	2

<b>Plus a minimum of 3 units selected from the following:</b>		<b>Units: 3</b>
CS111	Fundamentals of Programming 1	4
EL370	SkillsUSA	3

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**Total Program Units** **24**

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