

G R O S S M O N T
C O L L E G E



Substantive Change Proposal
Changes in Degrees and Certificates

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A. DESCRIPTION OF THE PROPOSED CHANGE

1. Brief Description of the Proposed Change

This proposal is to notify the Accrediting Commission for Community and Junior Colleges of curricular changes at Grossmont College, namely, the addition of four Associate of Arts degree programs, one Associate of Science degree program, and 16 career technical education certificates.

The program changes affect the following degrees and certificates.

- Humanities (AA degree)
- University Studies: Communication and Language Arts (AA degree)
- University Studies: Humanities and Fine Arts (AA degree)
- American Sign Language (AA degree and certificate)
- Computer Science Information Systems: Software Engineering (AS degree and certificate)
- Photography (certificate)
- Business Office Technology: Medical Office Assistant (certificate)
- Business Office Technology: Office Software Specialist Level II (certificate)
- Business Office Technology: Virtual Office Assistant (certificate)
- Cardiovascular Technology: Telemetry/ECG Technician (certificate)
- Child Development: Associate Teacher (certificate)
- Child Development: Associate Teacher-Infant/Toddler (certificate)
- Child Development: Associate Teacher-Reggio Emilio Approach (certificate)
- Culinary Arts: Banquet Cook (certificate)
- Culinary Arts: Line Cook (certificate)
- Culinary Arts: Pastry Cook (certificate)
- Culinary Arts: Prep Cook (certificate)
- Exercise Science: Fitness Specialist (certificate)
- Respiratory Therapy: Anesthesia Technology (certificate)

These degrees and certificates are described in Appendix A.

2. Relationship to Institutional Mission

The Grossmont College vision is *Changing Lives Through Education*. The mission statement is

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the local and global community.

The mission statement was approved by the Governing Board in 2012. Grossmont College fulfills its mission by providing the people of east San Diego County with

- Transfer degree and certificate programs
- Career technical education and workforce development
- Basic skills instruction
- Student support services that promote student access and achievement
- Community education

The Grossmont College strategic plan identifies the values of learning and student success, creativity and innovation, the pursuit of excellence and continuous improvement, integrity, the power of diversity and inclusion, civility, and balance.

In fall 2008 the college Planning and Resources Council approved the process and timeline for development of the six-year strategic plan. The district Research Planning and Institutional Effectiveness Office began this process with an environmental scan that included internal and external trend analyses and institutional strength, weakness, opportunity and threat analyses.

The strategic plan includes five major areas of focus: student access, learning and student success, value and support of employees, economic and community development, and fiscal and physical resources. In support of these areas of focus the institution continues to (1) respond to changing community needs, (2) provide, develop and maintain an exceptional learning environment, (3) promote institutional effectiveness, and (4) enhance workforce preparedness. The full strategic plan including core indicators of success and goals, strategies, indicators and timelines can be found at www.grossmont.edu/planning. Grossmont College responds to changing community and workforce needs by developing and offering new degrees and certificates that reflect labor and educational trends.

3. Rationale for the Change

To fulfill its mission, Grossmont College provides the people of east San Diego County with transfer degree and certificate programs and career technical education.

The creation of the Humanities and two University Studies degrees was a specific response to the need for transfer degrees. Humanities faculty worked with four-year institutions to bundle general education and survey courses into a transferable package that meets transfer requirements. The two University Studies degrees were developed in response to September 2007 Title 5 changes (Section 55063(a)) requiring that these degrees offer 18 or more units in an area of emphasis.

The ASL degree and certificate were developed to provide a different type of skill for communicating with deaf people than has previously existed in the San Diego area. While San Diego has two well-known interpreting programs, at San Diego Mesa College and Palomar College, the Grossmont program focuses on helping students become proficient in ASL so they can communicate with deaf people without becoming interpreters, providing them instruction in deaf culture and community as well as language skills; nevertheless, this program provides a solid foundation in ASL for students who have an interest in becoming interpreters.

The CSIS Software Engineering degree and certificate were developed to meet labor market needs. Software engineering, a global occupation with significant numbers of engineers and systems analysts in San Diego County, continues to be in high demand as businesses, governments, and non-profit and research organizations strive to refresh their existing information systems to stay competitive and provide customer services in more technologically diverse modes. For example, many customers now expect to be able to access services through their desktop, laptop, or tablet computer or smart phone.

No other community college in San Diego County offers a software engineering option. The need for academically trained software engineers exists and represents an underserved segment of our computer science/information systems community. Enrollment in this program will be boosted by

first-time community college students and professionals in computer-based industries who wish to expand their skills to include software engineering.

The Photography certificate was developed as the result of a faculty sabbatical project that examined photography programs at other institutions. The program allows enrollees to demonstrate proficiency and obtain job skills related to all aspects of photography.

The other career technical certificate programs were also developed with the Grossmont College mission in mind. The certificates in Culinary Arts, Cardiovascular Technology, Respiratory Therapy Technology and Business Office Technology began in the Regional Occupation Program and then were fully transferred to the college when ROP was restructured. All of the career technical certificates were developed in response to community and labor market demands, guided by the regional Career Technical Education and Workforce Development committee for San Diego and Imperial Counties. The committee examined regional needs to ensure that new programs would not compete with existing programs in the region. Grossmont faculty members also worked closely with community partners through professional organizations and advisory committees in developing these programs.

B. DESCRIPTION OF EDUCATIONAL PROGRAM

1. Educational Purpose

The educational purpose of the new programs at Grossmont College is to provide students with enhanced opportunities to (1) acquire an Associate's degree, (2) increase employability, and (3) acquire and improve job skills.

2. Program Meets Eligibility Requirements, Accreditation Standards and Policies

The degree and certificate programs of Grossmont College, including the new programs, are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. The degree programs are of two academic years in length and follow regulations set out in the Associate degree requirements from Title 5, Division 6, Chapter 6, Subchapter 1, Article 6, §55060-55064. Associate degrees are composed of three parts: general education, a major or an area of emphasis, and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units or 90 quarter units.

To ensure that these standards are met, the Grossmont College Curriculum Committee (www.grossmont.edu/Curriculum/default.asp) separately reviews and approves each degree and certificate proposed. The Curriculum Committee approval process for a program addition of a degree or certificate is the following.

1. A faculty member fills out a Curriculum Initiation form and gives it to Grossmont Instructional Operations. This is used to inform all district stakeholders of the proposed changes.
2. The faculty member attaches current and proposed curricula to a Letter of Intent and gives it to Grossmont Instructional Operations. This provides detailed information about the proposed changes for all stakeholders throughout the district.

3. The faculty member completes a Degree Addition form, attaches a course outline showing revisions, and gives it to Grossmont Instructional Operations. The Curriculum Committee then evaluates and decides whether to approve the changes.

If approved by the Curriculum Committee, the proposal is forwarded to the Grossmont-Cuyamaca Community College District Governing Board and State Chancellors Office for approval and inclusion in the college catalog. The Degree Addition form is found in Appendix B.

C. PLANNING PROCESS

1. Relationship to Institution's Planning Process and Stated Mission

Grossmont College practices a three-stage process of planning, implementation, and evaluation. The development of new degrees and certificates is fully integrated into this process and is consistent with the college mission through

- The Educational Master Plan
- The six-year Strategic Plan
- The program review process
- The curriculum approval process

Educational Master Plan

The Grossmont College Educational Master Plan builds upon the college's vision, mission, and values to guide the ongoing development of the institution's instructional programs, student services and administrative services. In 2011, the college constituents took part in an environmental scan and trends analysis to determine the implications on the five areas of focus identified in the 2010-2016 Strategic Plan. The results of the scan and related strategies to address the implications are located at www.gcccd.edu/about-us-area/educational-master-plan.html.

Six-Year Strategic Plan

The college is currently in year three of a six-year strategic planning process that integrates the needs identified within the Educational Master Plan. Each unit or department strives to implement the college vision, mission, values, and annual goals by developing its own particular strategies and executing them. Units and departments provide accountability through a comprehensive review process, described in detail on the college planning website (www.grossmont.edu/planning/).

Program Review Process

The academic program review process, an effective vehicle to provide program and department accountability and ongoing program improvement, is a cooperative effort in which departments are evaluated by colleagues representative of our academic affairs structure. Through the sharing of ideas, programs are strengthened and problems are addressed and shared with the college community. All academic departments go through a comprehensive program review every six years with an annual update in the interim years. Career technical education programs also compile and review biennial reports on their progress.

Curriculum Approval Process

The Curriculum Committee ensures a curriculum that meets Title 5 regulations, reflects the mission of Grossmont College, and is academically sound, comprehensive, and responsive to the evolving

needs of the community. Policies and procedures related to the curriculum approval process are located on the Curriculum Committee's website at www.grossmont.edu/curriculum/.

2. Assessment of Needs and Resources

The Grossmont College planning, implementation, and evaluation (PIE) process requires every unit, department, and program to complete an annual assessment of its needs. This integrated planning cycle is shown graphically in Appendix C. Resources are allocated following the annual planning and budget cycle, shown graphically in Appendix D. The cycle occurs during each academic year and includes the assessment of progress from the previous academic year as well as planning for the following academic year. The annual planning and assessment cycle is summarized below.

- August-September: College leaders from all units participate in a day-long planning forum. Participants evaluate the institution's success in achieving the prior year's annual goals, and then they set goals for the current academic year.
- October-November: Each unit or department prepares and submits action plans to the deans and vice presidents via an online system called the Department Plan Manager.
- December-February: The activity proposals are summarized, prioritized and forwarded to the Planning and Resource Council and those requesting funding are scored by the Institutional Review Committee.
- February-March: The annual college implementation plan is developed and the goals and outcomes for the next planning cycle are selected and discussed.
- March-June: The annual implementation plan is finalized with the recommendations for funding of the prioritized activities.
- April-July: The college goals and outcomes for next planning cycle, final implementation plan, and funded activities are reported out to the college constituents and the district.

3. Anticipated Effect on the Institution

The college had already been offering many of the courses that have been packaged into these degrees and certificates so they have already been incorporated into our scheduling and hiring processes. The approval of the degree and certificate options for students will have minimal additional effect on college resources. Should the college desire to grow the programs in the future, it will need additional resources to do so.

4. Intended Benefits

The benefits of developing and modifying degrees and certificates at Grossmont College allows us to expand the diversity of our programs and provide flexibility to meet the varying needs of our student population. These programs options afford students more opportunities to achieve their educational, personal, and professional goals. Collaboration and planning with our community help us to ensure that we are meeting labor force demand for San Diego County and the Grossmont College service area. By providing skill upgrades and entry level training, the college data can better reflect the completion of goals by students as well as increasing completion numbers with the smaller more focused certificates. This data is necessary for continued institutional support and planning.

5. Preparation and Planning Process

Curriculum development is a faculty responsibility as part of the 10+1 agreement for shared governance in AB 1725. As subject matter experts, faculty members in academic programs are the initiators of new degrees and certificates. Career technical education (CTE) programs work with advisory committees and their communities to identify needs and trends. Faculty in our academic programs collaborate with colleagues in their field to enhance four-year transfer and articulation agreements. Environmental scans and changes in laws and community needs can also inspire curriculum change. The Grossmont College planning process also informs curriculum development through recommendations from program review, campus and district master planning.

CTE programs utilize labor market information and the degree or certificate must be approved through our local regional consortium Workforce Development Council. All new programs are submitted to and approved by the college curriculum committee, district governing board and state chancellor's office.

D. EVIDENCE OF ADEQUATE RESOURCES TO SUPPORT SUSTAINABLE QUALITY

1. Student Support Services

The college offers a full range of student support services. These services are ADA accessible and maintain appropriate hours to meet student needs. Information on services for students is found at www.grossmont.edu/help_students/services4students.asp. This web page includes links to admissions and records, the bookstore, the cashier's office, child care, computer labs, counseling, EOPS/CARE, financial aid, health services, job and career information, the library, disabled student programs and services, tutoring, adult re-entry, assessment, athletics, computer access, housing information, learning and technology resources, parking, and veteran services.

Online student services are available at www.grossmont.edu/online_services/. Here students can apply, register, check their schedules and grades, pay fees, add and drop classes, access Blackboard, apply for financial aid, scholarships, and fee waivers, get help with taking online classes, access library information, access district email accounts, and obtain counseling and library assistance online. Students also have access to a help desk telephone line through district Information Systems weekdays from 6:30 a.m. to 5:00 p.m. An on-call technician is available on weekends and holidays for emergencies.

2. Qualified Faculty, Management, and Support Staff

Grossmont College uses standards and processes in accordance with Title 5 regulations for hiring and evaluation for all faculty, management and staff members. The college utilizes the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Contractual faculty evaluations by peers, administrators, and students help maintain the integrity of courses and improve teaching strategies and effectiveness of individual instructors. Instructions and forms for evaluating instructors are available at www.grossmont.edu/facultyevaluations/Default.asp. Management and staff are also evaluated on an annual basis in accordance with district policies and procedures. The college has six instructional divisions to oversee academic programs. An instructional dean supervises each division and a faculty member serves as chair or coordinator for each department. Clerical support, lab technicians and other classified support are available as needed in each program and department. Student service units and departments are organized under a dean. The college has three vice presidents that supervise academic affairs, student

services, and administrative services. The organizational chart for the college is found in Appendix E.

3. Professional Development for Faculty and Staff

Grossmont College has a strong professional development program. In addition to activities during our flex week calendar days, the college offers various self-paced, online workshops throughout the academic year. A full-time faculty member who holds the position of Professional Development Coordinator works with the Professional Development Committee to ensure that college wide professional development offerings meet the needs of faculty, management and classified staff.

Although resources for travel are limited, the Professional Development Committee can provide resources for critical college professional development travel. Perkins funding is available to support CTE faculty to attend essential industry conferences and training. Administrators have professional development funds that can be used as well.

4. Appropriate Equipment and Facilities

Grossmont College has just completed a series of bond-funded construction projects, including new buildings, remodels, and general upgrades. The health science certificate programs are housed in the new Health Sciences building, which is equipped with state-of-the-art equipment and facilities. Lower-division science coursework is offered in the new Science building. The Learning and Technology Resources Center (LTRC) has a new Tech Mall containing a 175 seat open computer lab. Classrooms and laboratories for the Business Office Technology program are adjacent to the Tech Mall open lab. The Photography program is housed in our new Digital Arts building. Culinary Arts has two brand new, fully equipped kitchens housed in the new Griffin Student Center. Courses for the Fitness Specialist program are offered in our newly remodeled Exercise Science building. Other programs have benefited from secondary effects of bond-funded remodels, including painting, carpeting, and new furniture. The campus also has a newly renovated administration building that houses Counseling, Financial Aid and Admissions and Records. The new Student Center has offices for Disabled Students Programs and Services, Extended Opportunity Programs and Services, the Career and Adult Reentry Center, Health Services and the Associated Students of Grossmont College Inc. Students have access to numerous computer laboratories spread across the campus in addition to the open labs in the Tech Mall.

Equipment in these new buildings is regularly updated through a combination of funding streams including Grossmont College general funds, Perkins for CTE programs, outside grants and donations, support from the GCCCD Foundation and Associated Students of Grossmont College.

5. Sustainable Fiscal Resources

The curriculum approval process includes a consideration of fiscal impact on the institution. As new degrees and certificates are developed any fiscal impact is incorporated into department and division budgets. The review of the fiscal impact is part of our academic program review process.

Courses and programs generate income through the production of Full-Time Equivalent Students (FTES) in accordance with the California Community Colleges Chancellor's Office Student Attendance Accounting Manual formula for apportionment. In addition to the general fund, the college utilizes categorical funds obtained via program specific and Perkins grants for qualified

programs. Support for programs comes also from outside grants, donations and support from the Associated Students of Grossmont College and the GCCCD Foundation.

6. Comparative Analysis of Budget, Enrollment and Resources

The degree and certificate programs of this proposal have been fully institutionalized into budget and resource allocation cycles. The Enrollment Strategies Committee, district FTES Taskforce, division deans, and department chairs keep careful watch on class enrollments, scheduling course offerings based on specific program needs and characteristics, including workforce data, timely graduation, regional offerings, and transfer data.

7. Plan for Monitoring Achievement of Desired Outcomes

Student learning outcomes (SLOs) are measurable criteria defined by faculty and staff members in each discipline or program, which are supported by the SLO Coordinator. Faculty and staff assess SLOs annually based on a 6 year assessment plan. All new SLOs or changes to existing SLOs are reviewed and as needed revised by the SLO Coordinator working in association with the Instructional Operations Supervisor. All changes to existing SLOs are submitted via an SLO Change Form, reviewed by the SLO Coordinator in order to help faculty craft meaningful and doable assessments, and then submitted to the Instructional Operations Supervisor.

In the Outcomes Assessment section of the Program Review Handbook, departments are asked to evaluate their SLO assessment process and discuss areas in need of improvement. Assessment results are used to make course-level improvements. The academic program review process, particularly the SLO assessment portion, provides program and department accountability and helps explain what effects pedagogical changes have had on programs and student success. Institutional, program, and class SLOs and mappings, six-year SLO assessment plans, and annual assessment results for assessments conducted prior to the fall 2012 semester are located at www.grossmont.edu/student_learning_outcomes/. Assessments of courses conducted in subsequent semesters will be submitted and archived in the Annual Program/Unit Review document located at www.grossmont.edu/Planning/.

8. Evaluation and Assessment of Student Success, Retention and Completion

The district Research, Planning, and Institutional Effectiveness Department provides student success, retention and completion data. Program Review data is warehoused at www.gcccd.edu/research-planning/program-review-data.html. It includes links to enrollment data for all courses offered at Grossmont College, including student success, retention, and completion to be used for program review, mandatory reports to state and federal government entities, and in the annual planning process. The planning effort within the college strives to integrate the long-term vision and goals from 6 year unit plans with the annual implementation of strategies shown in annual program review updates to achieve those goals. The accomplishment of those goals is measured and evaluated through a comprehensive program review process. Data on the student success, retention and completion of the programs in this proposal are reviewed regularly as part of the program review process.

The college has a Research Liaison position which is held by a faculty member on reassigned time. The Research Liaison assists other faculty members in research and analysis, including designing research studies and the interpretation of results.

E. EVIDENCE OF INTERNAL OR EXTERNAL APPROVALS

1. Faculty, Administrative, Governing Board, or Regulatory Agency Approvals

All courses, degrees and certificates of achievement offered by Grossmont College have been approved by the college Academic Senate and Curriculum Committee, the district Governing Board of Trustees, and the California Community College Chancellor's Office in accordance with GCCCD Board Policy 4020 (www.gcccd.edu/governing-board/documents/policies/ch4/BP4020.pdf).

2. Legal Requirements Met

All degrees and certificates have been reviewed and approved individually by the Grossmont College Curriculum Committee, meeting the Title 5 regulations. The guidelines for the program approval process are available on the Curriculum Committee webpage at www.grossmont.edu/curriculum.

3. Governing Board Action Approving Change and Budget Detail Supporting Change

Grossmont College degrees, certificates and supporting courses and career technical training programs are reviewed and approved at fall or spring meetings of the Grossmont-Cuyamaca Community College District Governing Board. Board meeting agenda and minutes are found at www.gcccd.edu/governing-board/agenda-and-minutes.html.

F. EVIDENCE OF CONTINUED FULFILLMENT OF ELIGIBILITY REQUIREMENTS

1. Authority

As part of the Grossmont-Cuyamaca Community College District, Grossmont College is part of the California Community Colleges system of 72 districts and 112 colleges. Grossmont College is fully accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges and a member of the California Community College Association. The most recent affirmation of this accreditation occurred in 2007. All courses, programs and degrees, are fully accepted on transfer by the University of California, the California State University and by private four-year colleges and universities. Additionally, the college has been approved for the training of veterans under the various United States public laws and California veteran enactments. The Bureau of Immigration and Naturalization has approved Grossmont College to serve international students under education visas.

2. Mission

The college mission, revised in 2009 and approved by the Grossmont-Cuyamaca Community College District Governing Board, was adopted in 2001 and last updated July 2012. The mission statement is included in Board Policy 1200 (www.gcccd.edu/governing-board/documents/policies/ch1/BP1200.pdf), posted on the district and college websites and published in the class schedules and catalogs. The addition of these degrees and certificates supports the college mission.

3. Governing Board

The governing board consists of five members elected by qualified voters of the district and two student members elected by students at their respective colleges. The board is an independent policy-making body reflecting public interest in board activities and decisions. The board adheres to a conflict of interest policy (www.gcccd.edu/governing-board/documents/policies/ch2/BP2710.pdf) and administrative procedure (www.gcccd.edu/governing-board/documents/procedures/ch2/AP2710.pdf) as well as a conflict of interest code administrative procedure (www.gcccd.edu/governing-board/documents/procedures/ch2/AP2710-1.pdf) as defined in Government Code Sections 1090, et seq.; 1120; 87100, et seq.; 87200, et seq.; Title 2, Sections 18730, et seq. These policies assure the board members impartiality and ensure the academic and fiscal integrity of the institution.

The board provides the final approval of all curricula produced by the faculty, including courses and programs. The Board of Trustees has a long history of support, approval and endorsement of all GCCCD learning programs.

4. Chief Executive Officer

Dr. Sunita V. Cooke was appointed as the full-time president of Grossmont College July 2007. Board Policy 2430 (www.gcccd.edu/governing-board/documents/policies/ch2/BP2430.pdf), Delegation of Authority to the Chancellor, gives the requisite authority to administer board policies and the authority to delegate this responsibility to the college president. This will not be affected by the increase in course and program offerings and will not change, alter, or affect Grossmont College's ability to continue to meet this eligibility requirement.

5. Administrative Capacity

The administrative staff at Grossmont College is adequate in number, experience, and qualification to provide appropriate oversight to the courses and programs offered. All administrators, including the president, vice presidents, deans, associate deans, directors, and assistant directors were hired through an open, competitive employment process as defined by board policies, administrative policies, and personnel operating procedures in www.gcccd.edu/governing-board/policies-and-procedures.html.

6. Operational Status

Grossmont College is fully operational with students actively pursuing degree and certificate programs.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees. Students may fulfill a major in any of the career and technical areas as well as several general education areas by completing the required number of units. The addition of these new degrees and certificates will not change, alter, or affect Grossmont College's continued ability to meet this eligibility requirement.

8. Educational Programs

These new degree and certificate programs are congruent with the Grossmont College mission, are of sufficient content and length and are conducted at levels of quality and rigor appropriate to the degrees offered. The college provides a variety of instructional programs composed of transfer courses equivalent to the lower division curriculum of universities and colleges for and vocational and career education courses to provide technical skills and knowledge for employment.

Grossmont College will confer the Degree of Associate in Arts or Associate in Science upon students who successfully complete a minimum of 60 degree-applicable semester units and are two years in length.

The names and course requirements for the degrees offered at Grossmont College reflecting the college's mission statement are found in the college catalog, page 42, which can be accessed at www.grossmont.edu/admissions/catalog.asp. The class schedule for each semester identifies the location of and mode of instruction of the courses offered and can be accessed through WebAdvisor (wa.gcccd.edu/col/wa?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=3578009983).

The Curriculum Committee approves courses and programs by a process described at www.grossmont.edu/curriculum/StepByStep.asp. Grossmont College has developed student learning outcomes for all courses offered at the college.

9. Academic Credit

The college awards academic credits based on Title V of the California Code of Regulations and the "Carnegie unit formula." This conventional college unit of credit represents three hours of the student's time each week for one semester: one hour in scheduled classroom lecture or discussion and two hours in outside preparation. For laboratory, the college unit represents three hours of work in a laboratory or in a comparable experience under classroom supervision. The Grossmont College Catalog specifies the institution's policies on transfer and awarding of credit. The additional degrees and certificates also meet these requirements and do not change, alter, or affect in any way Grossmont College's continued ability to meet this eligibility requirement.

10. Student Learning and Achievement

The Grossmont College catalog is updated and published on an annual basis. The requirements for every degree and certificate offered by the college are defined within the catalog. The listings include prerequisites, course numbers, names and units, as well as descriptive program information. Learning outcomes are embodied in the student outcomes section of the official course outline of record. Program level student learning outcomes are printed in the college catalog. Student learning and achievement data is tracked and published in an Annual Fact Book available on the [District Research, Planning and Institutional Effectiveness](#) department website.

11. General Education

The general education requirements for all of the Grossmont College degree programs are designed to ensure breadth of knowledge and promote intellectual inquiry. Additionally, the college has three patterns of General Education courses that promote the student's personal, cultural and intellectual growth. The general education options include: Grossmont College's General Education requirements, General Education Breadth Requirements for the California State Universities (CSU), and Intersegmental General Education Transfer Curriculum (IGETC). The general education

component includes demonstrated competence in writing and computational skills and an introduction to learning outcomes for students who complete it. Credit for all these new degrees is consistent with levels of quality and rigor appropriate for higher education as evidenced in the [Grossmont College catalog](#) under Associate Degree Programs, part 4 on the website.

12. Academic Freedom

The college's academic freedom policy for faculty and students is set forth in the Grossmont-Cuyamaca Community College District Board Policy 4030 (www.gcccd.edu/governing-board/documents/policies/ch4/BP4030.pdf), in the Grossmont College catalog, and in the faculty handbook.

13. Faculty

In the spring of 2012, Grossmont College had 195 full-time faculty and 545 adjunct faculty. Information on our full-time faculty including name, title, and degrees are listed in the Grossmont College catalog. Information on our part-time faculty is stored in the GCCCD Human Resources Department. The faculty agreement (www.gcccd.edu/human-resources/labor-contracts.html) with the American Federation of Teachers Guild (AFT) defines working conditions and primary responsibilities and the faculty handbook provides information regarding teaching and learning. All applicants for an academic position must meet the minimum qualifications for faculty and administrators in California Community Colleges ([www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_\(MB2\)_020212.pdf](http://www.asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf)).

14. Student Services

Grossmont College provides appropriate student services that support student learning and development within the context of the institutional mission. The full range of student services and programs are published in the catalog and are accessible online through the college website at www.grossmont.edu/departments/services/.

15. Admissions

As stated in the Grossmont catalog and in the Governing Board Policy 5010 (www.gcccd.edu/governing-board/documents/policies/ch5/BP5010.pdf), "the board shall provide equal access to its services, classes and programs to every qualified person without regard to race, religion, color, national origin, sex, disability, medical condition, age, status as a Vietnam-era veteran, marital status, sexual orientation, or economic status in admission practices or participation in any college activities." Admissions personnel are qualified based on job descriptions through our hiring process and understand their role as related to the established policies and procedures. Admission procedures and requirements for enrollment and graduation are consistent with the college's mission and apply to all students.

16. Information and Learning Resources

Grossmont College provides specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs. The library is the primary repository of books, ebooks, periodicals, and electronic databases accessible in the brick-

and-mortar building as well as on its website. The library website, located at www.grossmont.edu/library/default.asp, provides students, staff, and faculty with 24/7 access to support academic and personal research needs. The library offers a number of online tutorials. Additionally, the Grossmont College library webpage provides access to other library catalogs including WorldCat search that provides Interlibrary Loan with the San Diego State University, University of San Diego, UC San Diego, and many county and city public libraries. The college provides a number of open computer labs, tutoring services, and departmental labs focusing on the needs of the students in particular disciplines, including but not limited to the Learning Resource Center's Technology Mall.

17. Financial Resources

The district and college governance structures and the financial budget and planning processes ensure the college mission is considered in all financial decisions. The district budget is adopted annually by the Grossmont-Cuyamaca Community College District Governing Board in a public meeting. The tentative budget for 2012-13 was presented at the June 19, 2012 board meeting. Past approved adoption budgets and the current tentative budget are available online at www.gcccd.edu/district-business-services/default.html. All funds coming to the college are carefully tracked and documented in order to maintain and ensure continued fiscal stability. The general fund for the college includes support across all instructional and student services programs at the college including those in this proposal.

18. Financial Accountability

The institution annually undergoes an external financial audit by the independent auditing firm of Christy White, a Professional Accountancy Corporation. The Governing Board reviews and discusses these reports annually in public sessions. The annual audit is made available to the public in hard copy or on the district Business Services website (www.gcccd.edu/district-business-services/annual-audit-reports.html).

19. Institutional Planning & Evaluation

Grossmont College provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning for face-to-face and distance education offerings. As stated in Section C.1 of this proposal, the college assesses progress toward achieving its goals as stated in the 2010-2016 strategic plan and makes decisions regarding improvement through the ongoing and systematic cycle of planning, implementation, and evaluation. The college's planning process supports its mission and vision to achieve its goals for institutional excellence and is accessible at www.grossmont.edu/planning/.

20. Public Information

Grossmont College provides a printed catalog, an electronic version of the catalog, and a dynamic electronic class schedule with precise, accurate, and current information specified by Code of Federal Regulations Title 34 - §668.41-43; §668.71-75. The catalog contains the following.

- General Information - regarding the college name, address, telephone number(s), and website; educational mission; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available

learning resources; names and degrees of administrators and faculty; and, names of Governing Board members.

- Requirements - regarding admissions; student fees and other financial obligations; and, degree, certificate, graduate and transfer.
- Major Policies Affecting Students – regarding academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees.

21. Relations with Accrediting Commission

The Grossmont College catalog provides a general statement of assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and discloses information required by the Commission to carry out its accrediting responsibilities. The college conducts the self-study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Additionally, the college complies with all Commission requests in a timely and appropriate manner, including the submission of annual and midterm reports. Accreditation self-study resources and report archives are available at www.grossmont.edu/accreditation/.

The programs described in this substantive change proposal will not alter the fulfillment of the 21 eligibility requirements for accreditation of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

G. EVIDENCE OF CONTINUED FULFILLMENT OF ACCREDITATION STANDARDS

Grossmont College is fully accredited by ACCJC. The college's last comprehensive visit was in 2007. Based upon the self-study and the October 2007 ACCJC/WASC site visit, the college received seven recommendations in January 2008. The two follow up reports in 2008 and 2009 and the midterm report in 2010 were accepted and resulted in the reaffirmation of accreditation. The next self-study report is due spring 2013 with the external site visit in fall 2013. Grossmont College will continue to fulfill all of the accreditation standards with the addition of these programs.

Standards Impacted by Proposed Change

Standard I

A. Mission

The Grossmont College mission statement, last approved by the Governing Board in July 2012, is published in the college catalog and can be found on the college website. The addition of these degrees and certificates helps the college achieve its mission by updating the educational and vocational options for students to meet current demands and trends. For example, the two University Studies degrees are steps toward developing enlightened leaders and thoughtful citizens for the local and global community. The various career technical degrees provide our students diverse paths to pursue their hopes, dreams, and full potential.

B. Improving Institutional Effectiveness

As stated in the 2010-2016 Strategic Plan, the administration, faculty and staff value learning and student success, creativity and innovation, the pursuit of excellence and

continuous improvement, integrity, the power of diversity and inclusion, civility, and balance. As part of the six-year strategic plan, the college identified five major areas of focus and related strategic goals within each area of focus. In support of these goals, the institution continues to respond to changing community needs; to provide, develop and maintain an exceptional learning environment; to promote institutional effectiveness; and to enhance workforce preparedness. All supporting information for the Strategic Plan can be found at www.grossmont.edu/planning/.

All new degrees and certificates are held to rigorous approval and evaluation process. Evidence is available regarding the achievement of student learning outcomes on several institutional web pages, including the following:

- Grossmont College Student Learning Outcomes, www.grossmont.edu/student_learning_outcomes/.
- GCCCD Research, Planning and Institutional Effectiveness Program Review Data Warehouse, www.gcccd.edu/research-planning/program-review-data.html
- GCCCD Research, Planning and Institutional Effectiveness Research and Planning Tools, www.gcccd.edu/research-planning/research-tools.html

Standard II

A. Instructional Programs

All degree or certificate programs undergo program review on a regular basis. Academic program reviews are an integral process of curriculum planning, development and implementation at Grossmont College and completed every six years with annual updates. Evidence is available regarding the achievement of student learning outcomes on several institutional web pages, including the following:

- Grossmont College Student Learning Outcomes, http://www.grossmont.edu/student_learning_outcomes/Annual%20reports%202010-11.htm
- GCCCD Research, Planning and Institutional Effectiveness Program Review Data Warehouse, www.gcccd.edu/research-planning/program-review-data.html.
- GCCCD Research, Planning and Institutional Effectiveness Research and Planning Tools, www.gcccd.edu/research-planning/research-tools.html.

The programs described in this report are all of high quality and in recognized fields. Several of them are in emerging fields, such as Virtual Office Assistant, Telemetry/ECG Technician, Associate Teacher-Reggio Emilio Approach, Fitness Specialist. The Humanities, University Studies, American Sign Language, and Computer Science Information Systems programs all lead to degrees with a particular emphasis on transfer. The 16 certificate programs of this report were developed with an emphasis on employment. Labor market data showing the value of these degrees and certificates are found at www.labormarketinfo.edd.ca.gov and are summarized in the table below.

San Diego County Wages, 2012, 1st quarter, and Occupational Projections for 2010-2020

Occupation	Hourly Mean	Projected jobs 2010-2020	Employment Change	Annual Avg. Openings
Photographer	18.81	1,160	7.4	30
CSIS: Software Engineering (Software Developers)	48.87	8,320	20.2	198
BOT: Medical Office Assistant (Medical Secretaries)	16.85	10,820	19.7	300
CVT: Telemetry ECG Technician (Cardiovascular Technologists and Technicians)	29.22	510	24.4	16
CD: Associate Teacher,(inc. Infant Toddler and Reggio Emilia Approach)	15.43	3630	8	95
CA: Banquet Cook, Line Cook	12.36	9860	8.8	311
CA: Pastry Cook (Bakers)	11.88	1800	5.9	54
ES: Fitness Specialist	19.62	4020	24.1	135
RT: Anesthesia Technologist(Surgical Technologists)	25.13	990	25.3	41

Specific labor market information on the BOT Office Software Specialist job title is not available. This certificate supports entry level as well as skill upgrades for a variety of office jobs ranging from office assistants to executive secretaries. As more and more companies and independent workers are downsizing staff, these classes in the entire suite of Microsoft Office are also being sought out by executives, writers, researchers, educators, trainers and analysts. Some sample jobs include the following.

- Billing and Posting Workers, (SOC Code : 43-3021). Compile, compute, and record billing, accounting, statistical, and other numerical data for billing purposes. Prepare billing invoices for services rendered or for delivery or shipment of goods. Median wage in San Diego, \$17.06, with 13% growth.
- Word Processors and Typists (SOC Code : 43-9022). Use word processor/computer or typewriter to type letters, reports, forms, or other material from rough draft, corrected copy, or voice recording. May perform other clerical duties as assigned. Median wage in San Diego County is \$18.74.
- Secretaries. Perform routine clerical and administrative functions such as drafting correspondence, scheduling appointments, organizing and maintaining paper and electronic files, or providing information to callers. Median wage in San Diego County is \$18.10, expected additional number of jobs is 1,190.

BOT Virtual Office Assistant is a developing area. There are no listings specific to this job title in the usual labor market sites. The general job area this falls under, Office Clerks, General, shows growth of 9.5% in San Diego County with 4,260 jobs and a median income of \$14.32 an hour www.edd.ca.gov. A search of the professional organization, International Virtual Assistants Association (www.ivaa.org/) shows the field to be comprised of mainly entrepreneurial self-employed professionals working from home. This site is geared toward entrepreneurs starting up their own Virtual Office Assistant Businesses as well as connecting with businesses that could use their work on a contract basis. Several agencies offer "Virtual Office Assistance," including answering services, receptionist, billing, and appointment setting. Sites such as virtualassistantjobs.com/job_listings.php list job opportunities in this area. The salary seems to be in the \$10-\$15 per hour range and assignments are short term. Because this

work is not geographically site specific it is hard to gather the data on job availability, but the work does meet the needs of certain portions of our student population, including those with family care, transportation and mobility needs.

B. Student Support Services

Grossmont College's student services program accommodates our student needs and their access to services. All of the student service units and administrative service units produce learning outcome reports annually and are published and accessible through the Grossmont College Student Learning Outcomes webpage, http://www.grossmont.edu/student_learning_outcomes/Annual%20reports%202010-11.htm. All degree and certificate programs described in this report are well supported by student support services. Individual department chairs meet with counseling and other support service staff to discuss the particular needs and requirements of each program. The three Child Development Associate Teacher certificates of this report fulfill the educational requirements of the Commission on Teacher Credentialing Child Development Associate Teacher Permit. Department faculty meet regularly with counselors to explain the permit and employment options so they can better advise students.

Our student support services programs work closely with each of our instructional programs as they create new degrees and certificates for our students. The instructional programs will meet with student services programs to share the new degree and certificate programs. This allows us to maintain college wide awareness of the purpose of the new programs, transfer options, labor market outlook and career options, and the areas where student support may be needed.

C. Library and Learning Support Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. Learning support services at the college are delivered mainly via the college's Learning & Technology Resources Division, which includes the Library, Instructional Computing Services, Instructional Media Services, and Tutoring. In particular, students in the four Business Office Technology certificates of this report train in the BOT computer lab located in the library's Tech Mall and are supported by the Instructional Computing Services team.

The Grossmont College Tutoring Center provides peer tutoring for all subjects on campus, pending approval of tutors from area chairs or coordinators. Tutors are provided training on best practices that support skill-building and mastery of the content with the goal of a positive impact on student success. All tutors in the Tutoring Center are evaluated each semester via a handwritten evaluation form that is provided at the end of each session. The following areas provide additional tutoring in computer labs and learning centers designated specifically for these disciplines: Cardiovascular Technology, Computer Science Information Systems, Business Office Technology, and Respiratory Therapy. In addition, the campus supports the following tutoring Centers: Biology Learning Center, Chemistry Lab, English Writing Center, English Reading Annex, English as a Second Language Lab, Math Study Center and the Physics Lab. Tutors work closely with the classroom instructors to maximize tutoring effectiveness. Information on tutoring at Grossmont College can be found on this link:

<http://www.grossmont.edu/tutoring/>

The Grossmont College library is committed to providing convenient access to a broad range of information resources that support the educational and professional goals of students, faculty, and staff. The Grossmont College Library Collection Development Policy is the basis for the continual assessment, growth, and enrichment of the collection; print, audiovisual, and electronic resources. This policy establishes guidelines for the evaluation and selection of resources that will support and enhance the curriculum and instructional programs, promote scholarship, enhance student-life, and provide for the general information needs of students, faculty, and staff that comprise of the College's community.

The Dean of Learning and Technology Resources has overall responsibility for Library services, including collection development. Although librarians are primarily responsible for the quality of the collection, the selection and withdrawal of materials are collection development activities shared with other members of the college community. Teaching faculty, students, and other staff are encouraged to suggest additions to the collection. To encourage active participation of faculty, administration, students, and community members in the selection process, as well as acquire resources that are both current and relevant to assignments and course offerings, each librarian is assigned liaison and collection development responsibilities with specific subject departments. As departments update courses or create new courses, they need their library liaison's signature on the course update form stating whether the materials in the library collection are or are not sufficient. This opportunity is used to discuss the collection with the department and to determine whether any areas need attention. For further information on the collection development policy, please visit this link: <http://www.grossmont.edu/library/collecdevpolicy.htm>

Standard III

The College has demonstrated a commitment to degrees and certificates through the allocation of human, physical, and financial resources.

A. Human Resources

All faculty must meet the minimum qualifications in their respective discipline. Faculty, both full-time and part-time, are evaluated regularly according to the union contract.

The Grossmont-Cuyamaca Community College District (GCCCD) has district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development.

The district's Human Resources Office, Grossmont College's administration, the Academic Senate, California School Employees Association (CSEA) and the American Federation of Teachers Guild (AFT) all work effectively together to enable coordination of policies, for the adherence to the district's EEO plan and compliance with federal, state, and local laws; as well as a commitment to confidentiality throughout these processes. The GCCCD Human Resources Office coordinates with the college in recruitment and hiring. The district implemented an on-line application submittal and tracking system to provide potential applicants with an efficient and user-friendly application process.

The GCCCD ensures faculty members are significantly involved in the hiring of new faculty. The Grossmont College Academic Senate coordinates with Human Resources in approving faculty membership on selection committees as per Board Policy 7120 (www.gcccd.edu/governing-board/documents/policies/ch7/BP7120.pdf) and Administrative Procedure 7120 (www.gcccd.edu/governing-board/documents/procedures/ch7/AP7120.pdf). Step-by-step procedures for the recruitment and selection of faculty members are detailed in GCCCD Personnel Operating Procedures.

The following list shows the number of full-time Grossmont College faculty (in parentheses) for each of the programs of this report. Part-time faculty is hired as needed. Classified personnel, including technicians and student hourly workers, support each program.

- Humanities (3)
- University Studies: Communication and Language Arts (15)
- University Studies: Humanities and Fine Arts (12)
- American Sign Language (2)
- Computer Science Information Systems: Software Engineering (5)
- Photography (2)
- Business Office Technology: Medical Office Assistant (4)
- Business Office Technology: Office Software Specialist Level II (4)
- Business Office Technology: Virtual Office Assistant (4)
- Cardiovascular Technology: Telemetry/ECG Technician (2)
- Child Development: Associate Teacher (3)
- Child Development: Associate Teacher-Infant/Toddler (3)
- Child Development: Associate Teacher-Reggio Emilio Approach (3)
- Culinary Arts: Banquet Cook (2)
- Culinary Arts: Line Cook (2)
- Culinary Arts: Pastry Cook (2)
- Culinary Arts: Prep Cook (2)
- Exercise Science: Fitness Specialist (10)
- Respiratory Therapy: Anesthesia Technology (3)

This year \$25,000 has been set aside for program-specific professional development funding for faculty. Each of the programs of this report has access to this funding. Programs in the Perkins plan (Computer Science Information Systems, Business Office Technology, Cardiovascular Technology, Child Development, Culinary Arts and Respiratory Therapy) have access to professional development funds as approved by the community advisory committee. Examples of recent staff development activities for each of the programs submitted include the following.

- Humanities, Photography, University Studies: Humanities and Fine Arts and Computer Science Information Systems
As a collaboration to look at ways to blend technology and the arts Janet Gelb, chair of CSIS and Paul Turounet, chair of Visual Arts and Humanities visited a virtual reality company in Orange County to look at programs with applications for CSIS, visual arts, photography and humanities.

- **University Studies: Communication and Language Arts**
Roxanne Tuscani of the Communication department is presenting a workshop to the campus including Communication faculty on “Listen Up” communication skills.
- **American Sign Language**
The ASL department annually hosts Deaf Deaf World, a community event that involves the deaf community and ASL students. They regularly attend presentations of the ASL collaborative of community colleges in the San Diego region.
- **Business Office Technology**
Five members of the BOT faculty attended the California Business Education Association/Western Business Education Association Conference. They were also represented at the Community College Association for Occupational Education.
- **Cardiovascular Technology**
3 members of the CVT program faculty attended the 2012 4th Annual Heart And Vascular Conference.
- **Child Development**
Claudia Flores completed training in Baby Signs in San Francisco last February. She and Angie Gish will be attending the North American Reggio Emilia Alliance conference in January.
- **Culinary Arts**
Joe Orate was able to apprentice with a master fruit and vegetable carver in San Francisco last spring. James Foran will be competing at the Showcase of Pastry Chefs in La Jolla this fall.
- **Exercise Science: Fitness Specialist**
The department has regular presentations at staff meetings. Past topics have included CPR training, techniques for weight lifting and use of gym equipment, and health and nutrition.
- **Respiratory Therapy**
RT chair Lorenda Seibold-Phelan attended the Community College Association for Occupational Education/Academic Senate for California Community Colleges joint conference last spring. She also attended the University of California San Diego California Society of Respiratory Care 11th annual conference last October.

B. Physical Resources

With the funds received through the passage of the Proposition R bond measure in November 2002, the college has successfully completed four high-priority building projects: 1) the Learning Resource Center, 2) the Science Lab, 3) the Digital Arts and Sculpture Building, and 4) the Health and Sciences Complex. The integrated planning processes, which include education, technology and facilities master plans, ensure that facilities construction meets the college’s identified goals and needs.

The Humanities, University Studies, and American Sign Language degree programs are offered in traditional classrooms throughout campus. The Photography certificate

program is offered in the new Digital Arts building, including both analog and digital development facilities. The Computer Science Information Systems degree and certificate programs are offered in the CSIS complex with modern computer hardware and software. The Business Office Technology certificate programs are offered both online and in the BOT lab, which is located in the library's Tech Mall. The three Child Development certificate programs are offered in the Child Development classrooms with observations taking place in the on-campus Child Development Center. The four Culinary Arts certificate programs are offered in two newly constructed, state-of-the-art kitchens/classrooms. The Fitness Specialist certificate program is offered in the newly remodeled Fitness Center. The Cardiovascular Technology and Respiratory Therapy certificate programs are offered in the new Health and Sciences Complex. Each of these spaces meets the pedagogical needs of the program it hosts. Each of our programs uses the college's planning process to request additional resources as needs of the programs change. These processes include Program Review, Planning & Resource Council and Instruction Administrative Council.

C. Technology Resources

Grossmont College has acquired the equipment and resources necessary to support the technology needs of these degrees and certificates. The Tech Mall provides 175 modern computer workstations and software for general student use, as well as computer-based labs for specific disciplines. The Business Office Technology lab is also in the Tech Mall and contains 36 modern computer workstations and discipline-specific software for instruction and tutoring in the program. The Computer Science and Information Systems complex contains four labs with 24 to 33 computer workstations in each, utilizing discipline-specific software. The Digital Arts building includes a photo studio, two digital photography labs, a photo finishing lab, a photo prep lab, two color print rooms, and an alternative process lab, all filled with requisite technology to develop, print, and modify film-based and digital photographs, including cameras, film processing equipment, film printing equipment, plotters, scanners, computers, and software. The Health and Sciences Complex includes a cardiology lab, a cardiovascular/ultrasound lab, an EKG lab, and two respiratory therapy labs containing modern assessment technology such as ECG, EKG, ultrasound, oximetry, and spirometer machines. The two Culinary Arts kitchens contain state-of-the-art food-preparation equipment, including ovens, stoves, refrigerators, and a variety of food preparation machines.

As described in section C.1, the college's Technology Plan is reviewed annually and includes priorities for maintenance and purchase of instructional equipment and supplementary software and supplies necessary to meet the Strategic Plan goals. This plan directly oversees the deployment of services and equipment for all technology on campus and supports all of the new degrees and certificates.

D. Financial Resources

The Grossmont-Cuyamaca Community College District has sufficient financial resources to cover the costs associated with these degrees and certificates. The Vice President of Administrative Services works closely with the Vice President of Academic Affairs in supporting the instructional budget, as well as with the Vice President of Student Services in providing support services for students. The college's Planning & Resource Council is charged with allocating resources to educational programs through the recommendations made by the Institutional Review Committee. The career technical

degree and certificates of this report are also supported by annual federal Perkins funding.

Standard IV

A. Decision-Making Roles and Processes

Grossmont College follows an effective participatory governance plan to guarantee that viewpoints from all constituents are represented and discussed. The president is the college's chief executive officer, reporting to the chancellor, who serves as chief executive officer for the district. The president is responsible for the leadership of the college and the chancellor for the district, both accountable to the governing board.

B. Board and Administrative Organization

The governing board consists of five members elected by qualified voters of the district service area and two student members elected by students at their respective colleges. The board is an independent policy-making body reflecting public interest in board activities and decision and adheres to a conflict of interest policy Board Policy 2710 (www.gcccd.edu/governing-board/documents/policies/ch2/BP2710.pdf) and Administrative Procedure 2710 (www.gcccd.edu/governing-board/documents/procedures/ch2/AP2710.pdf). Policies assure the board members' impartiality and ensure the academic and fiscal integrity of the institution.

The board provides the final approval of all curricula produced by the faculty, including courses and programs. The Board of Trustees has a long history of support, approval and endorsement of all learning programs.

APPENDICES

APPENDIX A: NEW ASSOCIATE DEGREES AND CERTIFICATES OF ACHIEVEMENT

Humanities

The study of Humanities provides students with wide-ranging exposure to present and past human cultures through formal analysis and historic contextualization of the written word, the artifact, and contemporary media. The program examines both Western and non-Western traditions in areas including, but not limited to, theater, the visual arts, photography, film, architecture, archaeology, science and technology, literature, philosophy, religion, and music. The degree exposes students to a breadth of skills and knowledge beneficial for a continuing education in the liberal arts while providing a foundation for lifelong learning through critical thinking and personal expression in both written and oral communication. The knowledge and skills imparted by the degree prepare students to complement further study within such fields as the arts, history, humanities, literature, communication, languages, English, music, religious studies, law, public service, and education.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of “C” or higher.

Humanities 110	Principles of Humanities	3
Humanities 120	European Humanities	3
Humanities 170	<u>Modern World Humanities</u>	<u>3</u>
	Total	9

Select TWO (2) of the following FOUR (4) courses:

Humanities 125	Women and Western Culture	3
Humanities 130	East Asian Humanities	3
Humanities 135	Blues as Literature, History, and Culture	3
Humanities 160	<u>Humanities of the Future</u>	<u>3</u>
	Total	6

Choose THREE (3) of the following:

Art 140	History of Western Art 1: Pre-History to 1250 AD	3
Art 141	History of Western Art II: 1250-Present Time	3
Art 142	Non-Western Art History	3
Art 143	Modern Art	3
Art 145	Contemporary Art History: 1945-Present	3
Art 146	Asian Art	3
Art 147	American Art	3
Photography 154	History of Photography	3
Music 116	Introduction to World Music	3
Music 117	Introduction to Music History and Literature	3
Theatre 120	History of the Theater	3
Theatre 121	History of the Theater	3
Anthropology 120	Cultural Anthropology	3
Anthropology 130	Introduction to Physical Anthropology	3
English 221	British Literature I	3
English 231	American Literature I	3
Geography 130	Human and Cultural Geography	3
Psychology/Sociology 138	<u>Social Psychology</u>	<u>3</u>
	Total	9
	Total Required	24
	Plus General Education	
	And Elective Requirements	

University Studies

The Associate Degree in University Studies with five areas of emphasis is intended to accommodate the differing requirements of a wide variety of transfer institutions and major options. Because admission and major preparation requirements vary at each four-year transfer institution, courses used to complete this degree should be selected with the assistance of a counselor. Students can refer to www.ASSIST.org and the Grossmont College Articulation Web Site: www.grossmont.edu/articulation for current articulation of courses required for transfer majors.

Students who intend to transfer must complete a minimum of 37- 45 units of general education depending on the transfer pattern. This may result in more than 60 units for the associate degree. The completion of the University Studies Degree does not guarantee acceptance into either a baccalaureate major or a four-year institution.

Communication and Language Arts - AA

The Program-level Student Learning Outcomes (PSLOs) are outcomes that students who complete a degree/certificate in this program will be able to achieve upon degree/certificate completion. The PSLOs for the University Studies degree in COMMUNICATION AND LANGUAGE ARTS are:

1. Students will explore and analyze written and verbal communication methods
2. Students will develop and advance their oral and written communication skills.

A minimum of 18 units required. Courses in this area of emphasis focus on the study of how language works to express human ideas and feelings. Students explore and analyze written and verbal communication methods, as well as develop and advance their oral and written communication skills. Students completing this area may be interested in the following baccalaureate majors: American Sign Language, communication, English, foreign language, literature, journalism, linguistics and media/film/television. Students must complete a minimum of six units in communication and six units in language arts. The remaining six units may be taken from either category.

Note: All courses must be completed with a letter grade of “C” or higher.

Communication

CCS 144

COMM 120*, 122, 123, 124, 128, 135, 136, 137, 144, 145

MCOM 110, 111, 112*, 116*, 117*, 118*, 120, 189

Language Arts

ARBC 120, 121, 122, 123, 148, 220, 221, 250, 251

ASL 120, 121, 140, 220, 221

CCS 122, 123

CHIN 120, 121, 220, 221, 250, 251

ENGL 112*, 118, 122, 124, 126, 130, 131, 132, 133, 140, 141, 142, 143, 215, 219, 221, 222, 225, 226, 227, 228, 231, 232

FREN 120, 121, 220, 221, 250, 251

GERM 120, 121, 220, 221, 250, 251

ITAL 120, 121, 220, 221, 250, 251

JAPN 120, 121, 220, 221, 250, 251

RUSS 120, 121, 220, 221, 250, 251

SPAN 120 or (120A & 120B), 121, 122, 123, 220, 221, 250, 251

Humanities and Fine Arts - AA

The Program-level Student Learning Outcomes (PSLOs) are outcomes that students who complete a degree/certificate in this program will be able to achieve upon degree/certificate completion. The PSLOs for the University Studies degree in HUMANITIES AND FINE ARTS are:

1. Students will evaluate and interpret the ways in which people through the ages in different cultures responded to themselves and the world around them through artistic and cultural creation.
2. Students will develop an aesthetic awareness and incorporate these concepts when constructing value judgments.

A minimum of 18 units required. Courses in this area of emphasis relate to the study of cultural, humanistic activities, and artistic expression of human beings. Students evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them through artistic and cultural creation. Students develop an aesthetic awareness and incorporate these concepts when constructing value judgments. Students completing this area may be interested in the following baccalaureate majors: art, dance, humanities, music, musical theatre, photography, philosophy, religious studies, and theatre arts. Students must complete a minimum of six units in Humanities and six units in Fine Arts. The remaining six units may be taken from either category.

Note: All courses must be completed with a letter grade of "C" or higher.

Humanities

ARBC 120, 121, 122, 123, 220, 221, 250, 251
ASL 120, 121, 140, 220, 221
CHIN 120, 121, 220, 221, 250, 251
CCS 122, 123, 135, 145, 147, 149, 152, 236, 237, 238
ENGL 112*, 118, 122, 201, 215, 217, 218, 219, 221, 222, 225, 226, 227, 228, 231, 232, 236, 237, 238, 241, 242
FREN 120, 121, 152, 220, 221, 250, 251
GERM 120, 121, 220, 221, 250, 251
HIST 100, 101, 103, 105, 106, 126, 135, 136, 137, 147
HUM 110, 120, 125, 130, 135, 160, 170
ITAL 120, 121, 220, 221, 250, 251
JAPN 120, 121, 220, 149, 221, 250, 251
PHIL 110, 111, 112, 114, 116, 118, 125, 130, 140, 145, 150, 155
RELG 120, 130, 140, 150
RUSS 120, 121, 220, 221, 250, 251
SPAN 120, (120A & 120B), 121, 122, 123, 141, 145*, 220, 221, 250, 251

Fine Arts

ART 100, 120, 121, 124, 125, 126, 127, 128, 129, 130, 131*, 132*, 133*, 134*, 140, 141, 142, 143, 145, 146, 147, 189
CCS 126, 134
DANC 068A-D, 71A-D, 72A-D, 080A-D, 081A-D, 082A-D, 084A-D, 088A-D, 094A-D, 099A-D, 110, 115, 205, 206
MCOM 189
MUS 101, 102, 105, 106, 110, 111, 114, 115, 116, 117, 123-129, 132-157, 162-167, 170-175, 180, 181, 189, 190, 191, 201-206, 210-213, 224, 226, 232, 233, 234A-B, 235A-B, 236-257, 262, 263, 264-267, 270-275, 285-287, 290, 291
PHOT 150, 151, 152*, 154
THTR 100, 102A, 103A, 104A, 110, 111A, 112A, 113A, 115, 119AB, 120, 121, 122A, 123A, 124A, 130, 131, 134AB, 136, 137, 143, 144*, 145-148, 155, 156, 157, 189, 200A-D, 207, 208, 230, 231, 234AB, 235AB, 254AB

Photography

The Associate of Arts in Photography provides students an in-depth study into the practice and critical discourse of photography, photographic seeing and lens-based culture as a visual document of creative expression and communication. The fundamentals of analog and digital photography are set within a series of foundation, intermediate and advanced courses which reference the rich history of the medium as well as contemporary practice, providing students the opportunity to define his or her path whether it is transfer, career development and/or personal enrichment.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Recognize and recall the characteristics and application of photographic tools, materials and processes in the production of photographs that apply to such photographic genres as art, commercial, fashion, editorial, photojournalism and documentary.
2. Recognize, recall and demonstrate proper laboratory procedures and practices to produce photographs of optimum technical craft.
3. Recognize, discuss and appraise/analyze/criticize visual themes and concepts, aesthetic and technical considerations within photography's historical and contemporary contexts.
4. Create photographs that demonstrate the comprehension, knowledge and application of photography's visual and technical attributes in developing a personal photographic vision.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Photography 150	Introduction to Photography	3
Photography 151	Intermediate Photography	3
Photography 152	Advanced Photography	3
Photography 154	History of Photography	3
Photography 166	Image and Idea	3
Photography 167	Lens Culture	3
Photography 168	Media & the Photographic Profession	3
Photography 252	<u>Photographer's Portfolio</u>	<u>3</u>
	Total	24

Select TWO (2) of the following courses:

Subject & Number	Title	Units
Art 120	Two Dimensional Design	3
Art 121	Painting I	3
Art 124	Drawing I	3
Art 126	Ceramics I	3
Art 129	Three Dimensional Design	3
Art 130	Sculpture I	3
Art 131	Jewelry Design I	3
Art 140	History of Western Art I: Pre-Historic to 1250AD	3
Art 141	History of Western Art II: Circa 1250AD to Present Time	3
Art 175	Digital Imaging I	3
Humanities 110	Principles of the Humanities	3
Humanities 120	European Humanities	3
Humanities 130	<u>East Asian Humanities</u>	<u>3</u>
	Total	6
	Total required	30
	Plus General Education and Elective Requirements	

American Sign Language

The ASL degree is designed for students to acquire advanced expressive and receptive signing skills. It also gives students greater awareness of the Deaf culture and Deaf community. This degree is meant for the student who wants to work with Deaf people. Communicating in sign language and understanding Deafness is critical in any career where one works with Deaf and hard of hearing people. The emphasis is on paraprofessional vocations such as teacher's aide, child-care worker, etc. Students completing the ASL degree may wish to transfer to a four-year institution or continue their studies in interpreting.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Converse fluently in ASL with peers both hearing and Deaf by applying the language in conversations, ASL storytelling, or narratives.
2. Understand the grammar structures of ASL and apply them in dialogues.
3. Demonstrate knowledge of the Deaf culture heritage and Deaf values through presentations, papers, and written exams.
4. Demonstrate knowledge of local and national resources for Deaf, hard of hearing, and late Deafened adults through presentations, papers, exams, or group demonstrations.
5. Demonstrate an awareness on how to work with Deaf people in a variety of settings through community service learning.

Associate Degree Major Requirements

Note: All courses in the major must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
American Sign Language 120	American Sign Language I	4
American Sign Language 121	American Sign Language II	4
American Sign Language 122	Beginning Sign Language Practicum	1
American Sign Language 140	Perspectives on Deaf Culture	3
American Sign Language 220	American Sign Language III	4
American Sign Language 221	American Sign Language IV	4
American Sign Language 222	Intermediate Sign Language Practicum	1
Psychology 120	<u>Introduction to Psychology</u>	<u>3</u>
	Total	24
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who chooses to complete only the courses required for the above major qualifies for a certificate of Achievement in American Sign Language. An official request from the student must be filed with the Admissions and Records Office prior to the deadline stated in the yearly calendar which is listed in the class schedule and catalog.

Note: All courses must be completed with a letter grade of "C" or higher.

Computer Science Information Systems

The Computer Science Information Systems curricula provides a foundation in computing and information systems serving the diverse goals of the Grossmont community: employment in various phases of the computing industry, transfer to a baccalaureate institution for continued study in the computer and information sciences, training in selected topics for application in other professions or for personal enrichment, and advanced study for returning computing professionals. Throughout, emphasis is placed on blending fundamental theory and technique with practical applications in business, scientific and academic computing. A guiding principle is the use of intense hands-on instruction with state-of-the-art computer technology.

The Program-level Student Learning Outcome (PSLOs) below is an outcome that students will achieve after completing specific degree/certificate requirements in this program.

1. Students will transfer, enter the workforce and promote life-long learning.

Associate Degree Major Requirements

Area of Emphasis - Software Engineering

An area of emphasis intended for the two-year vocational student who plans to gain entry level employment as a software engineer. Students who successfully complete the sequence are equipped to understand, analyze and perform some basic 1) computer application programming, 2) database design and retrieval, 3) network security, 4) information security assurance, and 5) software engineering methodology/ process on a software intensive information system.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Computer Science Info. Systems 110	Principles of Information Systems	4
Computer Science Info. Systems 119	Introduction to Computer Programming	3
Computer Science Info. Systems 133	Introduction to Dreamweaver	3
Computer Science Info. Systems 136	Dynamic Web Applications	4
Computer Science Info. Systems 146	Network Security	3
Computer Science Info. Systems 180	Fundamentals of Database Design	3
Computer Science Info. Systems 220	Software Engineering I	3
Computer Science Info. Systems 221	Software Engineering II	3
Computer Science Info. Systems 260	Information Security	3
Computer Science Info. Systems 276	<u>Introduction to SQL</u>	<u>3</u>
	Total	32

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Computer Science Info. Systems 288	Introduction to VB Programming	4
Computer Science Info. Systems 290	Introduction to C# Programming	4
Computer Science Info. Systems 293	Introduction to Java Programming	4
Computer Science Info. Systems 296	<u>Introduction to C++ Programming</u>	<u>4</u>
	Total	4
	Total required	36
	Plus General Education and Elective Requirements	

Certificate of Achievement

Any student who chooses to complete only the courses required for the area of emphasis plus the Computer Science Information Systems core curriculum qualifies for a Certificate of Achievement in Computer Science Information Systems-Software Engineering.. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Note: All courses must be completed with a letter grade of "C" or higher.

Business Office Technology

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Demonstrate knowledge, skills, and abilities relevant to BOT certificates / degree programs completed.
2. Demonstrate ethical and professional behavior.
3. Demonstrate appropriate human relations and workplace skills.

Medical Office Assistant

The Medical Office Assistant Certificate of Proficiency provides students with the skills necessary to gain employment in a variety of medical office environments. Students may choose to begin a new career or update existing job skills. Students successfully completing the certificate will be qualified to seek employment as: medical office receptionists, assistants, medical clerical workers, hospital admitting clerks, medical insurance billers, medical insurance coders, and insurance claims processors.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Business Office Technology 161	Medical Terminology	3
Business Office Technology 165	Medical Insurance Billing	4.5
Business Office Technology 167	Medical Coding I	4
Business Office Technology 170	<u>Medical Office Procedures</u>	<u>6</u>
	Total	17.5

Office Software Specialist, Level II

This Certificate of Proficiency is designed for the student who is interested in working in an administrative support capacity and needs thorough knowledge of word processing, electronic spreadsheet, database, and presentation software as well as software integration techniques. Students who complete this proficiency certificate may continue taking courses and earn the Executive Assistant Certificate of Proficiency.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 118	Integrated Office Projects	1
Business Office Technology 120	Comprehensive Word, Level I	1
or		
Business Office Technology 114	Essential Word	(1)
Business Office Technology 121	Comprehensive Word, Level II	1
Business Office Technology 122	Comprehensive Word, Level III	1
Business Office Technology 123	Comprehensive Excel, Level I	1
or		
Business Office Technology 115	Essential Excel	(1)
Business Office Technology 124	Comprehensive Excel, Level II	1
Business Office Technology 125	Comprehensive Excel, Level III	1
Business Office Technology 126	Comprehensive Access, Level I	1
or		
Business Office Technology 116	Essential Access	(1)
Business Office Technology 127	Comprehensive Access, Level II	1
Business Office Technology 129	Comprehensive PowerPoint, Level I	1
or		
Business Office Technology 117	Essential PowerPoint	(1)
Business Office Technology 130	Comprehensive PowerPoint, Level II	1
	<hr/>	
	Total	12

Virtual Office Assistant

This Certificate of Proficiency prepares students to create and run a virtual office business. More specifically, the certificate prepares a student to act as an entrepreneur specializing in administrative services provided to clients in a virtual environment.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Business Office Technology 100	Basic Keyboarding	1
Business Office Technology 103A	Building Keyboarding Skill I	.5
Business Office Technology 103B	Building Keyboarding Skill II	.5
Business Office Technology 111	Virtual Assistant	2
Business Office Technology 115	Essential Excel	1
Business Office Technology 120	Comprehensive Word, Level I	1
Business Office Technology 121	Comprehensive Word, Level II	1
Business Office Technology 150	Using Microsoft Publisher	1
Business 141	Entrepreneurship: Managing a New Business	3
Business 146	<u>Marketing</u>	<u>3</u>
	Total	14

Cardiovascular Technology - Telemetry/ ECG Technician

The Telemetry/ECG Technician Certificate of Proficiency provides students with the skills necessary to gain employment as an ECG Technician, Exercise Treadmill Technician, Holter Monitor Technician, Pacemaker Technician, or Telemetry Technician. Students may choose to begin a career or update existing skills. Students successfully completing the certificate are employable at hospitals and healthcare facilities throughout the country.

All classes must be completed with a “C” grade or higher.

Subject and Number	Title	Units
Cardiovascular Technology 104	Electrocardiographic Theory	3
Cardiovascular Technology 105	Electrocardiographic Technique	2
Cardiovascular Technology 106	Advanced Electrocardiographic Studies	5
Cardiovascular Technology 108	<u>Advanced Cardiac Monitoring</u>	<u>2</u>
	Total	12

Child Development

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Analyze and apply principles of scientific research to the study of human development; integrate and apply current theory and research to the observation, documentation and unbiased analysis of human behaviors.
2. Formulate practical applications of theory and research to developmentally appropriate practice in varying contexts: personal, classroom, agency and community.
3. Critically examine societal and personal attitudes, beliefs, values and assumptions towards the diverse contexts of child and human development including: ethnicity, gender, language, family structure, socio-economic status, age and ability.
4. Compare and examine differing social, economic, political, historical, cultural and family contexts and their effect on human development; demonstrate effective advocacy techniques related to current social issues pertaining to children, adults, and families.

Associate Teacher Certificate of Proficiency

The Associate Teacher is an entry level position in the child care and early education field. This certificate meets the educational requirements for a teacher for the State of California, Community Care Licensing and the California Commission on Teacher Credentialing Associate Teacher level Permit. The course includes approximately 15 days of the 50 day experience requirements for these positions.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Child Development 106	Practicum: Beginning Observation and Experience	1
Child Development 123	Principles and Practices of Programs and Curriculum for Young Children	3
Child Development 125	Child Growth and Development	3
Child Development 131	Child, Family and Community	3
	Total	10

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Child Development 121	The Arts and Creativity for Young Children	3
Child Development 127	Science and Mathematics for Child Development	3
Child Development 129	Language and Literature for Child Development	3
Child Development 143	Responsive Planning for Infant/Toddler Care	3
	Total	3
	Total Required	13

Any student who completes this Certificate of Proficiency and 50 days of experience in an early childhood program may apply to the California Teachers Credentialing Office for an Associate Teacher Permit. For further information contact the Child Development department and www.ctc.ca.gov.

Certificate of Achievement
Associate Teacher: Infant/ Toddler

The Associate Teacher Infant/ Toddler is an entry level position in the child care and early education field. This certificate meets the educational requirements for a teacher for the State of California, Community Care Licensing and the California Commission on Teacher Credentialing Associate Teacher level Permit.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Child Development 124	Infant and Toddler Development	3
Child Development 125	Child Growth and Development	3
Child Development 131	Child, Family and Community	3
Child Development 143	Responsive Planning for Infant/ Toddler Care	3
Child Development 144	<u>Baby Signs: Communicating with Infants/ Toddlers</u>	<u>1</u>
	Total	13

Any student who completes this Certificate of Achievement and 50 days of experience in an early childhood program may apply to the California Teachers Credentialing Office for an Associate Teacher Permit. For further information contact the Child Development department and www.ctc.ca.gov.

Certificate of Achievement
Associate Teacher: Reggio Emilia Approach

This certificate will focus on the Reggio Emilia approach where teacher and child co-construct curriculum that views children as competent and active participants in their learning with emphasis on the reflective role of the teacher in creating environments and documenting learning. The Associate Teacher is an entry level position in the child care and early education field. This certificate meets the educational requirements for a teacher for the State of California, Community Care Licensing and the California Commission on Teacher Credentialing Associate Teacher level Permit.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Child Development 125	Child Growth and Development	3
Child Development 131	Child, Family and Community	3
Child Development 174	The Reggio Emilia Approach to Learning	3
Child Development 175	<u>Documenting Children’s Learning in Early Childhood Education</u>	<u>3</u>
	Total	12

Any student who completes this Certificate of Proficiency and 50 days of experience in an early childhood program may apply to the California Teachers Credentialing Office for an Associate Teacher Permit. For further information contact the Child Development department and www.ctc.ca.gov.

Culinary Arts

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Demonstrate critical thinking in the food service environment.
2. Demonstrate appropriate behaviors in the work place environment.
3. Apply job acquisition skills.

Banquet Cook Certificate of Proficiency

The Banquet Cook certificate prepares the student who has no exposure to the field and those with limited experience to immediately enter any Food Service banquet operation in a banquet cook entry-level position with greater opportunity for advancement. The Food Service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Culinary Arts 160	Quantity Food Preparation and Production	3
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Essential Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
	<hr/>	
	Total	13

**Line Cook
Certificate of Proficiency**

The Line Cook certificate prepares the student who has no exposure to the field and those with limited experience to immediately enter any Food Service operation in a line cook entry-level position with greater opportunity for advancement. The Food Service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Essential Skills for Culinary Arts	3
Culinary Arts 171	Intermediate Culinary Skills	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
	<hr/>	
	Total	13

Pastry Cook Certificate of Proficiency

The Pastry Cook certificate prepares the student who has no exposure to the field and those with limited experience to immediately enter any food service operation (bakery, pastry department) in a pastry cook entry-level position with greater opportunity for advancement. The food service industry offers unlimited career opportunities and valuable experience in bakery and pastry department settings. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Essential Skills for Culinary Arts	3
Culinary Arts 174	Principles of Baking and Pastry Making	3
Culinary Arts 176	Advanced Baking and Pastry Arts	3
Culinary Arts 177	<u>Commercial Baking</u>	<u>3</u>
	Total	13

**Prep Cook
Certificate of Proficiency**

The Prep Cook certificate prepares the student who has no exposure to the field and those with limited experience to immediately enter any food service operation in a prep cook entry-level position with greater opportunity for advancement. The food service industry offers unlimited career opportunities and valuable experience. The foundation courses that can be completed in one or two semesters may lead to a Certificate of Achievement in Culinary Arts or with general education courses, an Associate of Science Degree in Culinary Arts.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Culinary Arts 160	Quantity Food Preparation and Production	3
Culinary Arts 165	Sanitation for Food Service	1
Culinary Arts 169	Essential Skills for Culinary Arts	3
Culinary Arts 172	Principles of Soup, Stock and Sauce Preparation	3
Culinary Arts 180	Advanced Food Preparation for Fine Dining	3
	<hr/> Total	13

Exercise Science and Wellness

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Demonstrate knowledge, skills and appreciation of exercise science principles.
2. Identify the basic principles for maintaining an active and healthy lifestyle.

Fitness Specialist Certification

The Exercise Science and Wellness Department offers a Fitness Specialist Certificate. Designed as a 1-year program with sequenced courses, this certificate prepares students to successfully pass national fitness certification exams as well as work in the fitness industry. The courses for the Fitness Specialist Certification are different than those required for transfer to 4-year institutions in Exercise Science or Kinesiology; courses are intended as vocational preparation rather than a step for a baccalaureate degree. For more details, contact the ES department chair at (619) 644-7400.

Note: All courses must be completed with a letter grade of “C” or higher.

Subject & Number	Title	Units
Exercise Science 255	Care and Prevention of Athletic Injuries	3
Exercise Science 291	Anatomy and Kinesiology For Fitness Specialists	3
Exercise Science 292	Exercise Physiology for Fitness Specialists	3
Exercise Science 293	Strength Training/Fitness Assessments for Fitness Specialists	2
Exercise Science 294	Exercise Program Design and Special Populations	3
Exercise Science 196	Community Service Learning for Fitness Specialists	1
Exercise Science 296	Internship Seminar for Fitness Specialists	.5
Health Education 158	<u>Nutrition for Fitness and Sport</u>	<u>3</u>
	Total	18.5

Respiratory Therapy

Respiratory Therapy is an allied health specialty employed in the treatment, management, control and care of patients with deficiencies and abnormalities associated with the cardio-respiratory system. It is defined as the therapeutic use of medical gases, air and oxygen administering apparatus, environmental control systems, humidification and aerosols, drugs and medications, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy and breathing exercise, respiratory rehabilitation, assistance with cardio-pulmonary resuscitation, and maintenance of natural, artificial and mechanical airways.

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Demonstrate the ability to comprehend, apply and evaluate clinical information relevant to his/her goal
2. Demonstrate technical proficiency in all skills necessary to fulfill the role as a Respiratory Therapist.
3. Demonstrate personal behaviors consistent with professional and employer expectations as a Respiratory Therapist.

Certificate of Proficiency: Anesthesia Technology

Note: All courses must be completed with a letter grade of "C" or higher.

Subject and Number	Title	Units
Respiratory Therapy 141	Anesthesia Technology I	2
Respiratory Therapy 142	Anatomy & Physiology for the Anesthesia Technician	2
Respiratory Therapy 143	Introduction to the Operating System	1.5
Respiratory Therapy 144	Supervised Clinical Practicum I for the Anesthesia Technician	3
Respiratory Therapy 145	Anesthesia Technology II	2.5
Respiratory Therapy 146	Pharmacology for the Anesthesia Technician	2
Respiratory Therapy 147	Anesthesia Technology III	2.5
Respiratory Therapy 148	Supervised Clinical Practicum II for the Anesthesia Technician	2
	<hr/>	
	Total	17.5

APPENDIX B: DEGREE ADDITION FORM

(For office use only)

CONTENT REVIEW

Date _____
 Yes _____
 No _____
 Abstaining _____

GROSSMONT COLLEGE

CURRICULUM COMMITTEE

(For office use only)

PROPOSAL VOTE

Date _____
 Yes _____
 No _____
 Abstaining _____

DEGREE/CERTIFICATE ADDITION

Date Submitted _____

ASSOCIATE DEGREE
AREA OF EMPHASIS

CERTIFICATE OF ACHIEVEMENT
CERTIFICATE OF PROFICIENCY

The items enumerated below are to assist you in filling out the Associate Degree/Area of Emphasis/Certificate of Achievement/ Certificate of Proficiency Addition Form. Short descriptions and examples have been given to guide you in completing this form. As one develops a new degree, it is extremely important to review the State Chancellor’s Program Approval Handbook available in the Instructional Operations Office. Example: for occupational programs there is a need for extensive labor market analysis and regional deans approval; for transfer programs, there is a need to determine course to course articulation. Should questions arise, please see the Instructional Operations Supervisor in room 109 or phone extension 7153.

1. INITIATED BY

Instructor	Division	Department

2. TITLE OF DEGREE, AREA OF EMPHASIS, CERTIFICATE OF ACHIEVEMENT OR CERTIFICATE OF PROFICIENCY

3. REASON FOR ADDITION
 Provide a concise statement as to why the associate degree/area of emphasis/certificate of achievement or proficiency is being added and in what ways it will improve the department and the campus-wide curriculum.

4. DESCRIBE ANY FISCAL IMPACT THIS ADDITION WILL HAVE ON THE DEPARTMENT, COLLEGE AND/OR DISTRICT: Address significant changes in staffing, facilities, equipment, supplies, learning resources or state reimbursement (i.e. loss of eligibility for basic skills, matriculation, and/or other categorical funding. Example: Adding a component of computer assisted instruction to a class could mean a change in identification of facilities, the need to purchase computers and software and the need for additional staff.)

5. TOTAL UNITS

- a. For AA/AS Degree
Indicate the exact number of units a student will need to take to be awarded an AA or AS degree.

- B. For Area of Emphasis
Indicate the exact number of units a student will need to take in the area(s) of emphasis.

- c. For Certificate of Achievement
Indicate the exact number of units a student will need to take to be awarded a certificate of achievement.

- d. For Certificate of Proficiency
Indicate the exact number of units a student will need to take to be awarded a certificate of proficiency.

PLEASE LIST THE FOLLOWING INFORMATION FOR ITEMS 6 TO 11 ON A SEPARATE SHEET OF PAPER. REFER TO THE ASSOCIATE DEGREE SECTION IN THE CURRENT CATALOG FOR FORMAT EXAMPLES.

6. ASSOCIATE DEGREE DESCRIPTION

Describe the associate degree program exactly as you wish it to appear in the catalog. The description precedes the major requirement listing.

7. ASSOCIATE DEGREE MAJOR REQUIREMENTS

List all courses required to complete the major. If your degree has an area of emphasis, please list the course requirements for the area exactly as you would like them to appear in the catalog.

8. CERTIFICATE OF ACHIEVEMENT REQUIREMENTS

List all courses students must complete to receive a certificate. (The certificate requirements follow the major requirements.)

9. CERTIFICATE OF ACHIEVEMENT STATEMENT

If students need only to complete the core curriculum to be awarded a certificate, the following statement must be listed under the major requirements.

EXAMPLE CERTIFICATE OF ACHIEVEMENT

Any student who chooses to complete only the courses required for the above major qualifies for a certificate in (enter certificate title here). An official request from the student must be filed with the Admissions and Records Office prior to the deadline stated in the yearly calendar which is listed in the class schedule and catalog.

10. CERTIFICATE OF PROFICIENCY REQUIREMENTS

A certificate of proficiency is awarded to a student who completes a core curriculum that totals less than 18 units. It is designed for the student who needs to be prepared to enter an entry-level job. The certificate may be awarded upon successful completion of a prescribed course of study.

Provide a description of the certificate and add as the last sentence, "All classes must be completed with a "C" grade or higher." List all courses students must complete to receive a certificate of proficiency. (The certificate requirements follow the major requirements.)

11. ADMISSIONS STATEMENT (FOR HEALTH PROFESSIONS PROGRAMS)

Describe the requirements for admission to the program as you would like them to appear in the catalog.

12. GROSSMONT COLLEGE LETTER OF INTENT: CROSS-LISTED COURSES OR COURSES SHARED WITH OTHER DEPARTMENT(S)

Is any course in this degree/
certificate cross-listed Yes No

If yes, please list cross-listed
course

Is any course in this degree/certificate shared
with other department(s) Yes No

If yes, please list shared course

Letter of Intent sent Yes No

In cases where this degree addition affects another degree/ certificate, please notify the appropriate chair or coordinator with a Curriculum Initiation Notification form and Letter of Intent.

The documents, with sign off by the other department at this campus, must be included with this proposal. **The Curriculum Committee will not review any proposal that affects any division or department at Grossmont unless the Curriculum Initiation Notification form and Letter of Intent are on file.**

Date sent Date returned

13. CUYAMACA COLLEGE LETTER OF INTENT: DEGREE/CERTIFICATE DUPLICATION

Duplicated Yes No

If yes, please list duplicated degree/certificate

In cases where this degree addition affects another degree/ certificate at Cuyamaca, please notify the appropriate chair or coordinator at Cuyamaca with the completed Curriculum Initiation Notification form and Letter of Intent.

The documents, with sign off by the other department, must be included with this proposal. **The Curriculum Committee will not review any proposal that affects Cuyamaca College unless the Curriculum Initiation Notification form and Letter of Intent are on file.**

Letter of Intent sent Yes No

Date sent

Date returned

14. LEARNING RESOURCES

To assess learning resources support for your course or program, please consult with your departmental liaison librarian to determine the adequacy of the resources available and have the liaison librarian sign below.

Resources Adequate

Resources Require Upgrading

Estimated Costs to Upgrade \$ _____

Funding Available to Upgrade? Yes _____

No _____

Departmental Liaison or Library Chair

Date

15. VOTE OF DEPARTMENT

Indicate the date that the department met to consider the curriculum proposal, the number of full-time faculty members in the department, the number voting and the number absent at the time the vote was taken.

Date of meeting

Number of full time members in department

Yes

No

Abstaining

Absent

16. SIGNATURES

I have reviewed this form for accuracy and completeness. I have also reviewed the State Chancellor's Program Approval Handbook and believe that this addition will meet the requirements as stipulated in the Handbook. I am therefore recommending this program addition.

Articulation Officer (for transfer degree proposal only)

Date

Department Chairperson/Coordinator

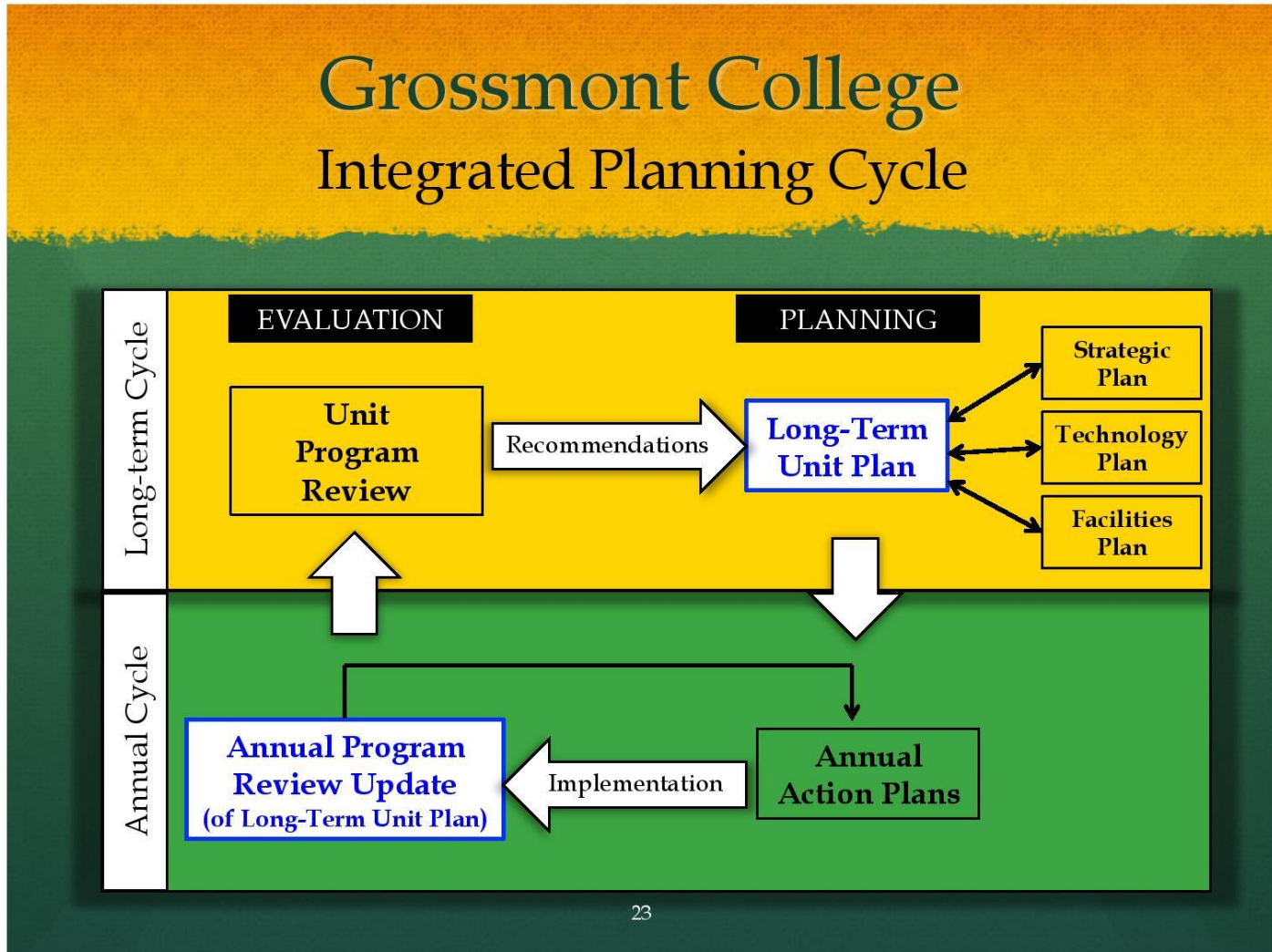
Date

Dean/Director

Date

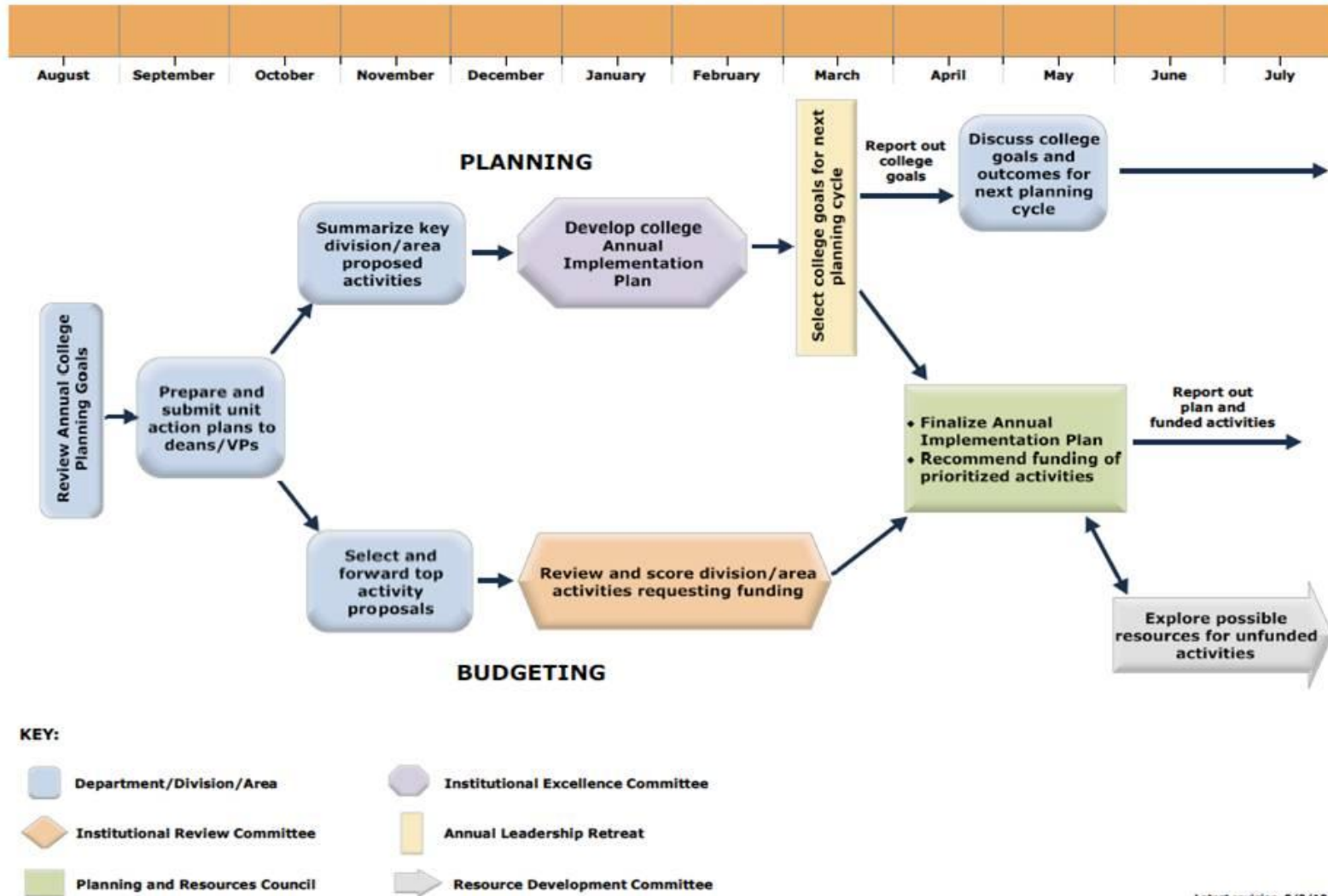
Instructional Operations
6/04

APPENDIX C: INTEGRATED PLANNING CYCLE



APPENDIX D: ANNUAL PLANNING AND BUDGET CYCLE

GROSSMONT COLLEGE ANNUAL PLANNING AND BUDGET CYCLE



APPENDIX E: ORGANIZATIONAL STRUCTURE

