



**OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE**

Memorandum

TO: Curriculum and General Education Committee
K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, T. Payne, B. Devine, A. Bledsoe, D. Rodenhauser, K. Webster, J. Lopez, M. Oja, ASO Representative, and PTK Representative

FROM: Dr. Vicki Jacobi, Senate Co-Chairperson
Greg Bormann, V.P. of Instruction, Co-Chairperson

DATE: November 17, 2025

SUBJECT: Next Meeting's Agenda

The next meeting of the **Curriculum and General Education Committee** will be held on **Friday, November 21st from 10:30 a.m. to 12:30 p.m. in S-11**

AGENDA

- I. CALL TO ORDER**
- II. PUBLIC COMMENTARY**
- III. APPROVAL OF MINUTES:** From October 24, 2025, Curriculum & General Education meeting (3)
- IV. NEW BUSINESS**
 - A. Allied Health/Applied Tech Division – New Program**
 - 1. Environmental Health and Safety Degree (7)
 - B. English Language Arts Division – New Programs**
 - 1. ESL Certificate of Competency Advanced Academic Preparation (34)
 - 2. ESL Certificate of Competency Intermediate Academic Preparation (38)
 - 3. ESL Certificate of Competency Listening and Speaking for Multilingual Students (42)
 - C. English Language Arts Division – New Courses**
 - 1. ESL 9100 Intermediate Reading (46)
 - 2. ESL 9110 Advanced Reading (50)
 - 3. ESL 9200 Intermediate Writing Skill (54)
 - 4. ESL 9210 Advanced Writing Skills (58)
 - 5. ESL 9300 Intermediate Listening and Speaking Skills (62)
 - 6. ESL 9310 Advanced Listening and Speaking Skills (65)
 - D. Business, Art, and Humanities Division - New Programs**
 - 1. Speech Language Pathology Aide Certificate of Achievement (98)
 - 2. Speech Language Pathology Assistant Degree (103)

- V. CONSENT** – Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

A. Allied Health/Applied Tech Division – Course Revisions

1. HLED 1541 Medical Terminology (70)
2. HLED 1543 Medical Terminology for Court Reporting (79)

B. English Language Arts Division – Course Revision

1. ENGL 1600 Critical Thinking, Literature, and Composition (CCN C1003) (89)

C. DL Approvals – General

1. POSC 1504 Introduction to International Relations

VI. INFORMATION ITEMS

- A. Standard Attendance Accounting Method (122)

VII. DISCUSSION ITEMS

- A. AP and BP 4025 (126)
- B. UDL and inclusive teaching
- C. Other

VIII. NEXT MEETING: December 19, 2025, from 10:30-12:30pm in the Cougar Room

IX. PROGRAM STATUS: See the table below

Program	Tech Review Approved	C & GE Approved	Board Approved	Status
Psychology ADT	March 14, 2024	March 22, 2024	April 10, 2024	Revisions Submitted
Communication Studies 2.0 ADT	February 11, 2025	February 21, 2025	March 12, 2025	Approved
Mathematics 2.0 ADT	March 10, 2025	May 2, 2025	May 14, 2025	Revision Submitted

* New Program

X. ADJOURNMENT



**OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE**

Memorandum

Present: K. Bandy, M. Mayfield, T. Mendoza, J. Rangel-Escobedo, C. Duron, D. Garza, J. Norris, B. Devine, A. Bledsoe, D. Rodenhauser, M. Oja,

Absent: T. Payne, G. Bormann, K. Webster, J. Lopez

DATE: October 24, 2025

MINUTES

- I. **CALL TO ORDER** at 10:34am
- II. **PUBLIC COMMENTARY** No public commentary.
- III. **APPROVAL OF MINUTES:** From September 26, 2025, Curriculum & General Education meeting

The minutes for the September 26, 2025 Curriculum and General Education meeting were approved as is on a motion by B. Devine and seconded by J. Rangel-Escobedo and approved by all.

- IV. **CONSENT** – Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and move to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

A. Allied Health/Applied Tech Division – Course Revisions

- 1. CTRP 1070 Legal Terminology I
- 2. CTRP 1075 Legal Terminology II
- 3. CTRP 1080 Court and Deposition Procedures

Consent item A. 3. CTRP 1080 was pulled to discuss prerequisite language. It was determined that the prerequisite will be CTRP 1153 (0653) or CTRP 1163 (0663). This was approved on a motion by K. Bandy and seconded by D. Rodenhauser and approved by all.

- 4. CTRP 1090 Punctuation and Grammar
- 5. CTRP 1142 100 WPM Machine Shorthand Speed Building: 2-Voice
- 6. CTRP 1143 140 WPM Machine Shorthand Speed Building: 4-Voice
- 7. CTRP 1144 180 WPM Machine Shorthand Speed Building: 4-Voice
- 8. CTRP 1151 80 WPM Machine Shorthand Speed Building: Literary and Jury Charge
- 9. CTRP 1210 Proofreading for the Court Reporter
- 10. CTRP 1250 Certified Shorthand Reporter Preparation
- 11. DNTL 2244 Community Oral Health II (2444)

12. PHED 1505	Women's Intercollegiate Golf
13. PHED 1509	Women's Intercollegiate Volleyball
14. PHED 1510	Women's Intercollegiate Soccer
15. PHED 1523	Beginning Weightlifting and Physical Fitness
16. PHED 1529	Water Aerobics
17. PHED 1532	Low Impact Aerobics
18. PHED 1533	Walking for Fitness
19. PHED 1623	Intermediate Weightlifting and Physical Fitness
20. PHED 1629	Intermediate Water Aerobics
21. PHED 1632	Intermediate Low Impact Aerobics
22. PHED 1644	Introduction to Physical Education
23. PHED 1646	Techniques in Athletic Taping I
24. PHED 1723	Advanced Weightlifting and Physical Fitness
25. PHED 1729	Advanced Water Aerobics
26. PHED 1823	Elite Weightlifting and Physical Fitness
27. PHED 2505	Advanced Women's Intercollegiate Golf
28. PHED 2509	Advanced Women's Intercollegiate Volleyball
29. PHED 2510	Advanced Women's Intercollegiate Soccer
30. PHED 1507	Intercollegiate Softball
31. PHED 1511	Men's Intercollegiate Soccer
32. PHED 1514	Intercollegiate Baseball
33. PHED 1520	Beginning Golf
34. PHED 1524	Softball
35. PHED 1528	Beginning Volleyball
36. PHED 1534	Basketball and Physical Fitness
37. PHED 1535	Baseball and Physical Fitness
38. PHED 1539	Fundamentals of Baseball
39. PHED 1542	Beginning Soccer
40. PHED 1721	Offseason Intercollegiate Golf
41. PHED 1724	Offseason Intercollegiate Softball
42. PHED 1728	Offseason Intercollegiate Volleyball
43. PHED 1734	Offseason Intercollegiate Basketball and Physical Fitness
44. PHED 1735	Offseason Intercollegiate Baseball and Physical Fitness
45. PHED 1742	Offseason Intercollegiate Soccer
46. PHED 2507	Advanced Intercollegiate Softball
47. PHED 2511	Advanced Men's Intercollegiate Soccer
48. PHED 2514	Advanced Intercollegiate Baseball

B. Business, Arts, & Humanities Division – Course Revisions

1. COMM 1520	Argumentation and Debate
2. COMM 1530	Interpersonal Communication
3. ARTH 1510	Survey of Art from Prehistory to the Medieval Era (C1100)
4. ARTH 1520	Survey of Art from the Renaissance to Contemporary (C1200)

C. English Division – Course Revision

1. ENGL 1650	Introduction to Literature (C1002)
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D. Math and Science Division – Course Revisions

- | | |
|--------------|--|
| 1. ASTR 1511 | Introduction to Astronomy with Lab (C1000) |
| 2. BIOL 1500 | Introduction to Biology (C1001) |
| 3. BIOL 1510 | Introduction to Biology with Lab (C1000) |
| 4. MATH 2100 | Calculus I: Late Transcendentals (C2211) |
| 5. MATH 2120 | Calculus II: Late Transcendentals (C2221) |

E. DL Approvals – General

- | | |
|---------------|---|
| 1. COMM 1520 | Argumentation and Debate |
| 2. COMM 1530 | Interpersonal Communication |
| 3. CTRP 1070 | Legal Terminology I |
| 4. CTRP 1080 | Court and Deposition Procedures |
| 5. CTRP 1090 | Punctuation and Grammar |
| 6. CTRP 1142 | 100 WPM Machine Shorthand Speed Building: 2-Voice |
| 7. CTRP 1143 | 140 WPM Machine Shorthand Speed Building: 4-Voice |
| 8. CTRP 1144 | 180 WPM Machine Shorthand Speed Building: 4-Voice |
| 9. CTRP 1151 | 80 WPM Machine Shorthand Speed Building: Literary and Jury Charge |
| 10. CTRP 1210 | Proofreading for the Court Reporter |
| 11. CTRP 1250 | Certified Shorthand Reporter Preparation |
| 12. ECEF 1583 | Infant Massage |
| 13. ECEF 1584 | Field Experience: Infant and Toddler Care and Curriculum |
| 14. ECEF 1590 | Health, Safety, and Nutrition |
| 15. ECEF 1611 | Introduction to Children with Special Needs Birth to Age Eight |
| 16. ECEF 1612 | Curriculum and Intervention for Children with Special Needs |

All consent items were approved on a motion by M. Mayfield and seconded by B. Devine and unanimously approved by all.

V. INFORMATION ITEMS

A. TOP to CIP transition

V. Jacobi shared a memo from the California Community Colleges Chancellor's Office about the transition from TOP codes to CIP codes. The need for cross-departmental collaboration and planning and departmental action teams was emphasized. V. Jacobi and G. Bormann will discuss the creation of the task force at a later time.

VI. DISCUSSION ITEMS

A. COR Title 5 Memo

V. Jacobi reviewed the memo from the Chancellor's office about Title 5 changes to the Course Outline of Record, and she highlighted the changes that affect the Curriculum and General Education Committee. She will send out the document that she put together. V. Jacobi has also been working on a curriculum handbook to reflect all the newer changes coming. One of these changes is regarding the integration of Universal Design for Learning (UDL) and a process for DEI review in the curriculum approval process. These changes are from section 55001 in Title 5. The final comment made by V. Jacobi regarding this was that we need to keep having discussions about what these changes may look like because the way that things are taught can change rapidly.

B. Other

V. Jacobi shared that the Phase III Common Course Numbering templates will not be out until January 2026.

VII. NEXT MEETING: November 21, 2025, from 10:30-12:30pm in the Cougar Room

VIII. PROGRAM STATUS: See the table below

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Mathematics 2.0 ADT	March 10, 2025	May 2, 2025	May 14, 2025	Revision Submitted
History ADT	September 17, 2025	n/a	n/a	Submitted – only added HIST 2000

*** New Program**

IX. ADJOURNMENT at 11:16am on a motion by M. Mayfield and seconded by A. Bledsoe and approved by all.

MEMO

To: Greg Bormann, Vice President of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 6/23/2025

Re: Environment Health and Safety Associate in
Science (A.S.) Degree

Program Title: Associate of Science in Environmental Health and Safety

Type of Curriculum Change:

☒ New Program ☐ Substantial Program Change* ☐ Nonsubstantial Program Change*

**For Program inactivations, please follow [Administrative Procedure 4021](#)*

I have reviewed the Program Review prior to updating this program:

☐ Yes ☐ No

Justification for Request:

Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

The Allied Health and Applied Tech department is interested in providing a more accessible program to our Energy and Occupational Health and Safety students. This program is designed for our students to be successful within the environmental safety field as professionals. This will be a completely online program and if successful, will replace the Energy Tech program.

Program Learning SLO's:

- Students will be able to use critical thinking and analysis to solve problems in the environmental health and safety field, including issues involving various aspects of Environmental law (State and Federal) and Endangered species. (K- Knowledge)
- Students will be able to demonstrate technical competencies and safe practices through applied tasks including scenarios where students are asked to apply course knowledge and develop compliance paths for Environmental Health and Safety projects. (S- Skills)
- Students will be able to apply and reflect on their ethics and professional practices in various settings including a social responsibility to protect people and the environment for future generations. (A-Affective)

NARRATIVE for Environmental Health and Safety Associate in Science (A.S.) Degree

Item 1. Program Goals and Objectives

Program Goals:

1. Ensure students complete appropriate curricula and required hours of instruction to work in the field of environmental health and safety.
2. Improve the communities through compliance with environmental and safety laws.
3. Prepare students with entry level skills for this growing profession.
4. Support industry needs of a high-quality environmental health and safety program that includes knowledge of various compliance laws.

Program Objectives:

1. Be able to perform entry level functions as an environmental health and safety professional.
2. Exhibit foundation skills and knowledge necessary for technicians (Air Permitting and Enforcement Aide, Compliance Investigator Aide, Environmental Compliance Inspector Aide, Environmental Protection Specialist, Environmental Quality Analyst Aide, Toxics Program Technician, Waste Management Specialist Aide).

Program Learning Outcomes:

1. Use critical thinking and analysis to solve problems in the environmental health and safety field, including issues involving various aspects of Environmental law (State and Federal) and Endangered species.
2. Demonstrate technical competencies and safe practices through applying course knowledge and skills in fire prevention, regulatory compliance and the endangered species act.
3. Apply ethical and professional practices in various settings including a social responsibility to protect people and the environment for future generations.

Item 2. Catalog Description

The Associate in Science in Environmental Health and Safety is geared towards providing training and education in various aspects within environmental health and safety for companies and agencies in both the public and private sector. This degree is ideal for those wishing to learn more about California Occupational Safety and Health (Cal OSHA) policies, expectations, and requirements. The program also provides courses in environmental law, natural science, and endangered species. The program is ideal for environmental health and safety officers at governmental agencies, places of business and industry, safety trainers, ~~and teachers~~, environmental specialists, inspectors, operations managers and supervisors, and field staff. Students earn an associate in science degree in Environmental Health and Safety upon the successful completion of program requirements.

Item 3. Program Requirements

ASSOCIATE IN SCIENCE DEGREE – Environmental Health and Safety

Requirements	Dept. Name/#	Name	Units	Local	Sequence
Required Core (24 units)	ENER 1503	Environmental Awareness and Regulatory Compliance	3		Yr. 1, Spring
	OSH 1500	Occupational Safety and Health Compliance	3		Yr. 1, Fall
	OSH 1532	Industrial Hygiene	3		Yr. 1, Fall
	OSH 2900	OSH Capstone			Yr. 2, Spring
	EHS 1560	Fire Prevention	3		Yr. 2, Spring
	EHS 1550	Endangered Species	3		Yr. 1, Spring
	BIOL 1500	Fundamentals of Bio	3		Yr. 2, Fall
	BIOL 1513	Intro Environmental	4		Yr.1, Summer Yr. 2, Fall
Elective courses	ENER 1510	Intro to Energy	3		Yr. 2, Fall

Required Major Total	22	24 units
Completion of local pattern	27	37-39 units
Transferable electives	11	
TOTAL UNITS		60 units

Proposed sequence of courses:

Proposed Sequence:

Year 1, Fall = 15 units

Year 1, Spring = 13-15 units

Year 1, Summer = 3 units

Year 2, Fall = 15 units

Year 2, Spring = 16 units

TOTAL UNITS: 60 units

Item 4. Master Planning

Taft College has had a long-standing relationship with the oil and gas industry and concern for environmental compliance within these industries. The new degree allows for greater employability, expanding the types of employers who hire environmental specialists. With the new degree, students will be able to secure employment directly upon completion of the degree and still be able to transfer to a bachelor's degree program.

Item 5. Enrollment and Completer Projections

1. The number of sections of core courses to be offered annually = 8
2. The headcount student annual enrollment = 30
3. The number of estimated program completers per year at the end of the first year of program operation = 15
4. The number of estimated program completers per year at the end of the third year of program operation = 30

Item 6. Place of Program in Curriculum/Similar Programs

This program is intended to replace Taft College's Occupational Safety and Health degree.

Item 7. Similar Programs at Other Colleges in Service Area

There are no similar programs at the other colleges within our service area.

Item 8. Labor Market Information & Analysis (CTE only)**Item 9. Employer Survey (CTE only)**

A specific survey was not conducted, however, based on the analysis of the information provided under the Labor Market, there is a need for this profession. Employment outlook is favorable as it is expected to grow faster than average. According to O*NET Online, environmental compliance inspectors have an expected 10% growth trend. For Occupational Health and Safety Specialist the outlook is bright. Updated 2025.

Item 10. Explanation of Employer Relationship (CTE only)

The Taft College Environmental Health and Safety professors work closely with firms and agencies working in the field to provide support to the students, the college, and the industry. The college will work with industry firms and professionals to ensure that the courses and activities are aligned with industry standards. Taft College has been developing relationships with industry partners.

Item 11. List of Advisory Committee members (CTE only)

Terry Davis	Consultant	
Chad Sicari	Community Representative	
Devin Daughy	Dean	Instruction and CTE Taft College
Darcy Bogle	Faculty	Professor/Counselor-Taft College
Kristi Richards	Faculty	CTE Counselor -Taft College
Vicki Jacobi	Faculty	Counselor/Articulation
Kanoe Bandy	Faculty	Division Chair Taft College
Leslie Minor	Vice President Instruction	Taft College
Daniel Kerr	Community Representative	
Bryan Payne	Community Representative	

Item 12. Recommendation of Advisory Committee (CTE only)

An Advisory Committee was created in the spring of 2022. In the September 2023 meeting, members agreed that the name change more accurately describes the program for potential students and employees. The College will investigate whether there are the resources to expand the program with Certificate of Achievement with specialization in the field.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Environmental Health and Safety Associate in Science

Program TOP Code: 0956-70 Industrial and Occupational Safety and Health

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: 15 1st year, 30 per year after the 3 year

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: CTE

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): 200

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: 1

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: 0

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: 0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: 0

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$1,000

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: Annual, per TC Program Review Schedule

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or No

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: Yes or No

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 50-99%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: Yes or No Not at this time

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.



September 19th, 2025
Steering Committee Meeting
zoom- <https://kccd-edu.zoom.us/my/cvml.zoom>

Summary Agenda:

- 10:30am Welcome
 - Meeting call to order
 - Attendees, Proxies noted
 - Additions to Agenda
- 10:35am CCCCCO Updates- Sabrina Lopez
- 10:40am News from COE- Patricia Salinas
- 10:45am Approval for 8/29 Meeting Minutes
- 10:50am Approval for Program Recommendations
- 10:55am SWP 10 Plan Review
- 11:15am CVML Team Updates
 - Budget
 - Employer Engagement
 - Apprenticeships
 - K14 Pathway Coordination
 - Marketing & Outreach
- 11:45am Open Discussion
 - CCCAOE Oct 21st-24th @ Omni Resort in Palm Springs
 - Vision 2030 Regional Convening Nov 5th-6th @Bakersfield Marriott
- 12:00pm Adjournment

1. Call to Order

The meeting was called to order at xx:xx a.m.

Attendees:

(Quorum: x of 15 voting members)

Steering Committee:

David Clark (Reedley), Osvaldo Del Valle (Porterville), Grant Ermis (Lemoore), Joe Gonzales (San Joaquin Delta), Nicole Griffin (Cerro Coso), Rozanne Hernandez (Bakersfield), Laura Hill (Clovis), Cody Jacobsen (Merced), Jaime Lopez (Taft), Bobbi Mahfood (Coalinga), Brandon Price (Columbia), Liliana Pulido (Modesto), Jonna Schengel (College of the Sequoias), Wei Zhou (Madera)

Proxies:

Tim Woods (Fresno City)

Regional Staff/Key Talent:

Heather Ostash (KCCD), Lora Larkin (Regional Chair), Beatrice Licon (Director), Domenica Trinidad (Director), Cynthia Bryan (Program Director), Gary Potter (Regional Director), Adia Smith (Regional Director), Noah Morales (Acct Coordinator), Jessica Venegas (Acct Technician), Tanisha Gonzales (Dept Asst), Sabrina Lopez (CCCCO), Autumn Gardia (Merced), Nick Griffith (Porterville), Michelle Castanon (San Joaquin Delta), Sokun Somsack (San Joaquin Delta), Amani Crosshabeyah (KCCD), Amy Baker (Lemoore), Anna Melby (Bakersfield), Patricia Salinas (COE Director), Ignacio Farias (COE), Angela Steitz (COE), Chelsea Cushing (COS), Adriana Fonseca (Launch), Justin Susi (Launch), Tahler Caldera (Reedley), Ashley Land (COS)

Absentees:**2. Additions to the Agenda****3. Action Items****3.1 Approval of Prior Meeting Minutes: Regular Meeting on August 29th, 2025**

Motion: Recommend for Approval

Moved by:

Seconded by:

Objections:

Abstentions:

Final Resolution:

3.2 Program Approvals: Program Recommendations for Approval

Program Name	College	Submitter	Status	Date Submitted
Professional Practices in Music II	Modesto Junior College	Heather Townsend	Under Review	9/10/2025 11:35
Professional Practices in Music I	Modesto Junior College	Heather Townsend	Under Review	9/9/2025 11:15
Basic Police Academy COA	Bakersfield College	Christian Zoller	Under Review	9/2/2025 16:46
Wildland Firefighter Technician	Cerro Coso Community College	Nicole Griffin	Under Review	8/25/2025 14:08
AS in Environmental Health and Safety	Taft College	Jaime Lopez	Under Review	7/30/2025 13:01

Motion: Recommend for Approval

Moved by:

Seconded by:
Objections:
Abstentions:
Final Resolution:

3.3 Approval for SWP Round 10 [College Leads and NOVA plan submitter(s)]

Project Title: Strengthening Sectors (CTE)

Project Plans: North (Lead?), Central (Lead?), & South (Lead?)

Objective #1: Expansion or Enhancement of CTE Programs

Activities: Professional Development, Equipment,
Curriculum, CPL (Credit), OER, AI, Automation

Objective #2: WBL & Career Development Support for CTE

Activities: Internships, Apprenticeships

Objective #3: CTE Program Pathway Coordination & Project
Management

Activities: Marketing, K12 & Pathway Work, Dual
Enrollment, CPL (NC)

Motion: Recommend proposed for approval

Moved by:

Seconded by:

Objections:

Abstentions:

Final Resolution:

4. Informational Items

4.1 CCCCCO Updates

4.2 Center of Excellence Updates

4.3 Fiscal [dashboard](#)

4.4 Regional Director Reports

- [Report Guide](#)

4.5 Apprenticeship Updates

4.6 K14 Partnership and Pathway Coordination

4.7 CVML Marketing and Outreach

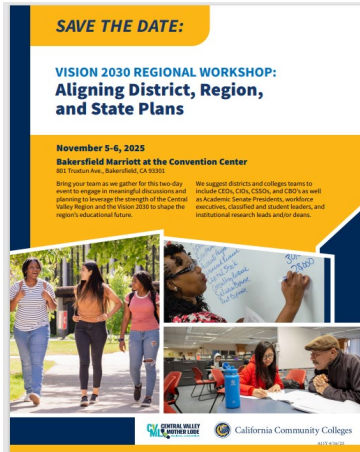
- 2025 CTE Summit 9/16 @ Visalia Convention Center
- Request for newsletter content
- Shared microsite information <https://bit.ly/m/CVML>

4.8 CCCAOE Oct 21st-24th Omni Resort Palm Springs

- [Fall Conference - 2025 - California Community College Association for Occupational Education](#)

4.9 Vision 2030 Regional Convening November 5th & 6th at the Bakersfield Marriott

- Registration [Link](#)



5. Adjournment:

NEXT SCHEDULED MEETING: October 21st 5-8pm, CCCAOE Conference in Palm Springs

Labor Market Analysis for Program Recommendation: 0956.70/Industrial and Occupational Safety and Health (Environmental Health and Safety Associate in Science)

CVML Center of Excellence, October 2025



Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☒	Endorsed: Some LMI Criteria Met ☐	Not LMI Endorsed ☐
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Program LMI Endorsement Criteria

	Yes ☒	No ☐
Supply Gap:	Comments: There are projected to be 157 annual job openings throughout the SCV/SML subregion for <i>environmental health and safety</i> -related occupations, which are more than the 17 awards conferred by educational institutions in the SCV/SML subregion.	
Living Wage: (Entry-Level, 25th):	Comments: All four <i>environmental health and safety</i> -related occupations included in this report have an entry-level hourly wage above the SCV/SML living wage of \$16.08.	
Education:	Comments: The typical entry-level education for <i>Engineering Technologists and Technicians</i> , <i>Industrial Engineering Technologists and Technicians</i> and <i>Environmental Science and Protection Technicians, Including Health</i> is an associate degree, and the typical entry-level education for <i>Occupational Health and Safety Technicians</i> is a high school diploma or equivalent. Additionally, between 30% and 49% have completed some college or an associate degree as their highest level of education.	

Emerging Occupations(s)

Yes ☐	No ☒
Comments: N/A	

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following middle-skill occupations:

- Environmental Engineering Technologists and Technicians (17-3025)
- Industrial Engineering Technologists and Technicians (17-3026)
- Environmental Science and Protection Technicians, Including Health (19-4042)
- Occupational Health and Safety Technicians (19-5012)

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *environmental health and safety*-related occupations. In addition to these occupations having entry-level wages above the subregion's living wage, between 30% and 49% of workers in this field have completed some college or an associate degree as

their highest level of education. **Therefore, due to all the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *environmental health and safety*-related occupations.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Environmental Engineering Technologists and Technicians (17-3025)	NCV/NML: 3 SCV/SML: 6	SCV/SML: 17 NCV/NML: 0	NCV/NML: \$24.80 SCV/SML: \$23.88	Associate degree	49%
Industrial Engineering Technologists and Technicians (17-3026)	NCV/NML: 11 SCV/SML: 16		NCV/NML: \$28.13 SCV/SML: \$27.60	Associate degree	49%
Environmental Science and Protection Technicians, Including Health (19-4042)	NCV/NML: 59 SCV/SML: 100		NCV/NML: \$19.65 SCV/SML: \$17.05	Associate degree	35%
Occupational Health and Safety Technicians (19-5012)	NCV/NML: 41 SCV/SML: 35		NCV/NML: \$27.51 SCV/SML: \$25.47	High school diploma or equivalent	30%
Total	270	17	-	-	-

Demand:

- The number of jobs related to the four *environmental health and safety*-related occupations in this report are projected to increase 6% through 2029. However, there will be 157 annual job openings in the SCV/SML subregion.
- All four *environmental health and safety*-related occupations have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 580 online job postings for *environmental health and safety*-related occupations over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Environmental Engineering Technologists and Technicians*, *Industrial Engineering Technologists and Technicians* and *Environmental Science and Protection Technicians, Including Health*, and lists a high

school diploma or equivalent as the typical entry-level education for *Occupational Health and Safety Technicians*.

- National-level educational attainment data indicates that between 30% and 49% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 17 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, there were no non-community college institutions in the SCV/SML subregion that conferred awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for the four *environmental health and safety*-related occupations from 2019 through 2029. The SCV/SML subregion experienced the highest growth in 2024 at 26%, compared to the 1% growth across all CA occupations. The percent change for the SCV/SML subregion experienced a 4% negative growth in 2021, but has been positive since then. From 2025 to 2029, growth is projected to remain steady (between 0% and 2%) for the SCV/SML subregion, similar to all occupations in California.

Exhibit 2: Annual Percent Change in Jobs for Environmental Health And Safety-Related Occupations, 2019-2029

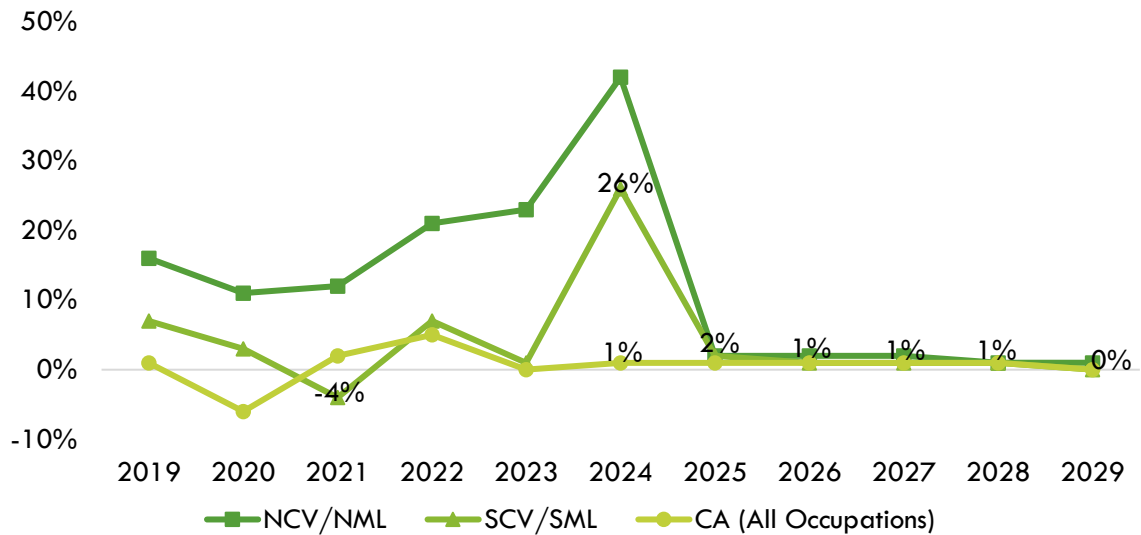


Exhibit 3 shows the five-year occupational demand projections for the four *environmental health and safety*-related occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 6% through 2029. There are projected to be 157 jobs available annually in the SCV/SML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML, and CVML¹

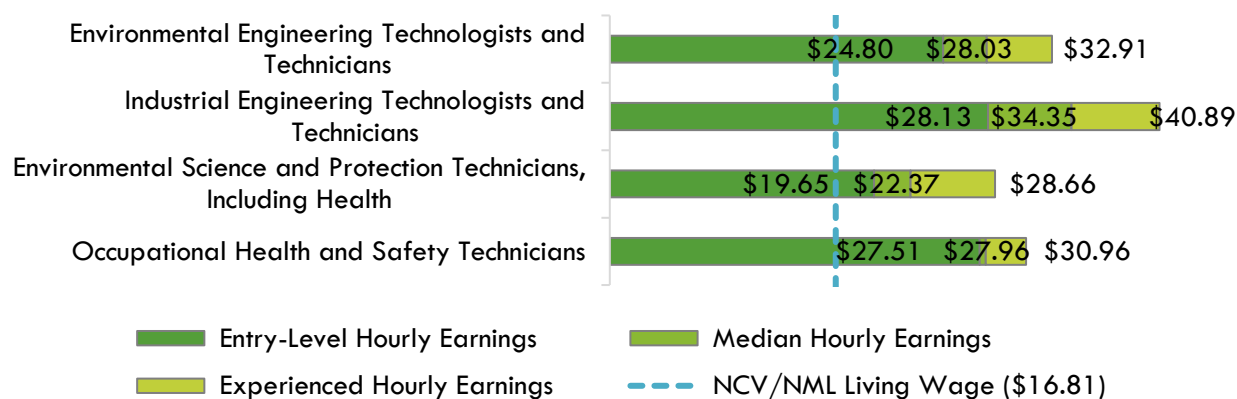
Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	922	996	74	8%	113
SCV/SML	1,326	1,406	80	6%	157
CVML	2,248	2,402	154	7%	270

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for the four *environmental health and safety*-related occupations as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

All four *environmental health and safety*-related occupations have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML subregion average wage for these occupations is \$27.56, which is below the average statewide wage of \$31.11. Exhibit 4a shows the wage range for *environmental health and safety*-related occupations and how they compare to the NCV/NML subregion's living wage.

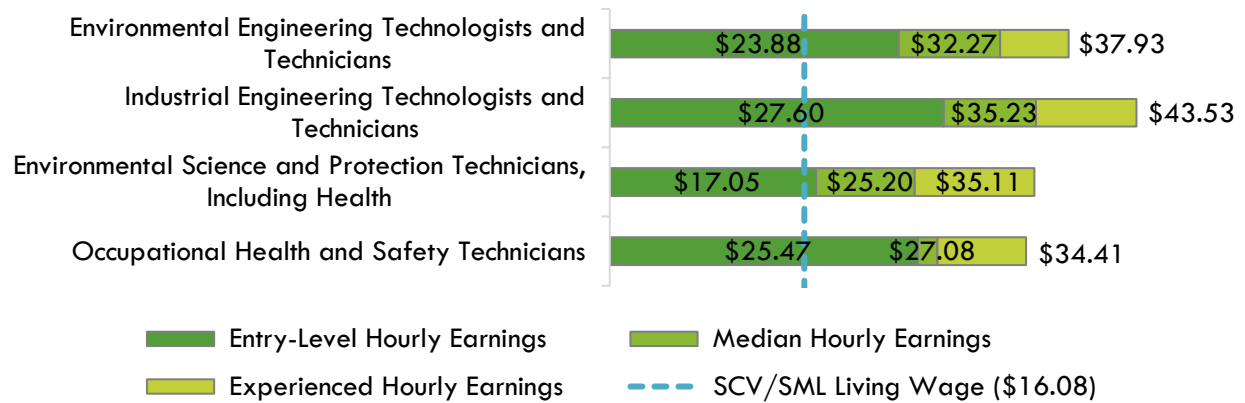
Exhibit 4a: Wages by Occupation in NCV/NML



All four *environmental health and safety*-related occupations have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion average wage for these occupations is \$29.92, which is below the average statewide wage of \$31.11. Exhibit 4b shows the wage range for *environmental health and safety*-related occupations and how they compare to the SCV/SML subregion's living wage.

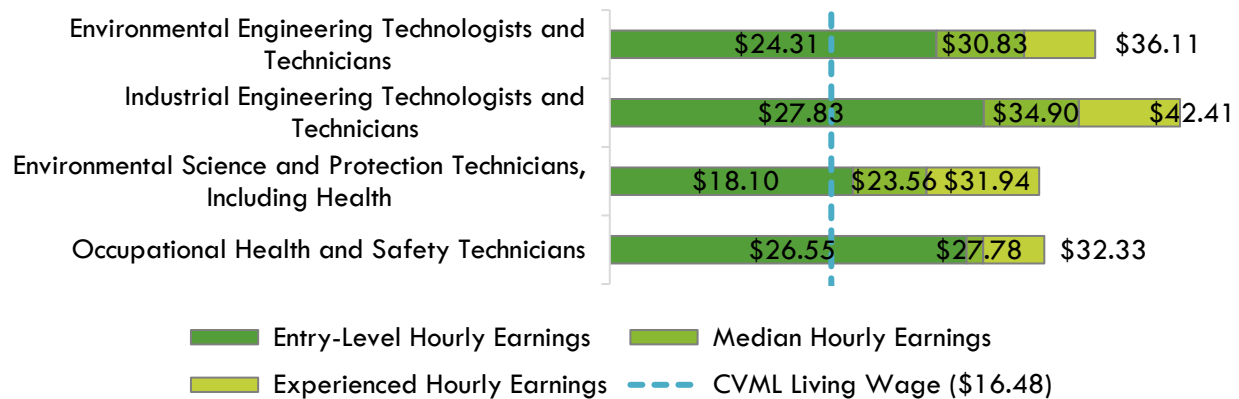
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Exhibit 4b: Wages by Occupation in SCV/SML



All four *environmental health and safety*-related occupations have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML region average wage for these occupations is \$28.95, which is below the average statewide wage of \$31.11. Exhibit 5 shows the wage range for *environmental health and safety*-related occupations and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words or phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled

²K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 580 online job postings related to *environmental health and safety*-related occupations listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=580)

Occupations	Job Postings	Percentage of Job Postings
Occupational Health and Safety Technicians	424	73%
Industrial Engineering Technologists and Technicians	106	18%
Environmental Science and Protection Technicians, Including Health	50	9%

The top employers in the region for *environmental health and safety*-related occupations, by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=580)

Employer	Job Postings	Percentage of Job Postings
State of California	12	2%
The Wonderful Company	10	2%
Advanced Drainage Systems	10	2%
Randstad	10	2%
Nestlé	9	2%
Pom Wonderful	8	1%
Mister Car Wash	8	1%
Esparza Enterprises	7	1%
Amazon	6	1%
Nutrien	6	1%

The top specialized, common, and software skills for *environmental health and safety*-related occupations are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=580)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Occupational Safety and Health Administration (OSHA) (170)	Communication (239)	Microsoft Office (105)
Auditing (139)	Management (191)	Microsoft Excel (98)

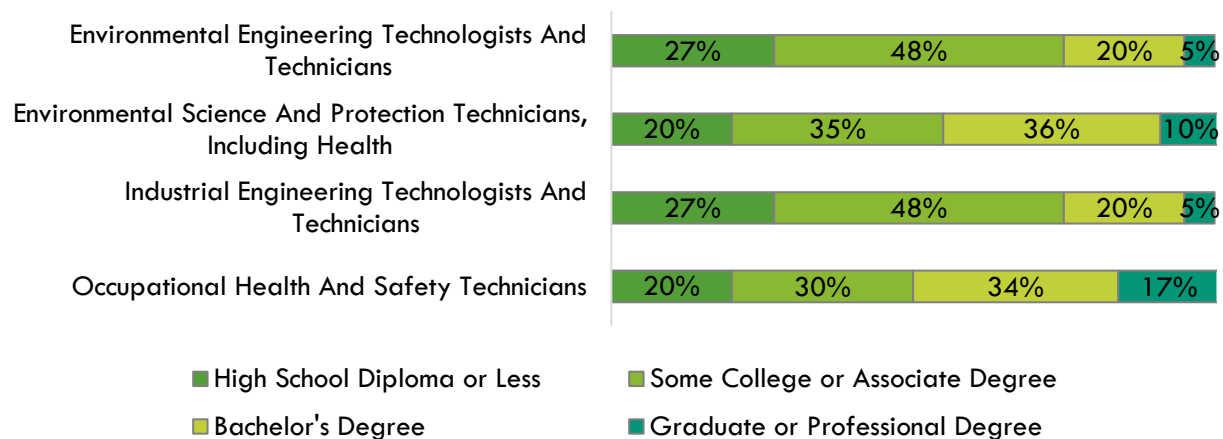
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Environment Health and Safety (124)	Operations (155)	Microsoft PowerPoint (61)
Occupational Safety and Health (120)	Investigation (146)	Microsoft Outlook (59)
Safety Training (86)	Detail Oriented (115)	Microsoft Word (51)
Food Safety and Sanitation (72)	Microsoft Office (105)	Microsoft Access (17)
Personal Protective Equipment (70)	Microsoft Excel (98)	Spreadsheets (15)
Safety Standards (69)	Leadership (88)	Microsoft SharePoint (11)
Continuous Improvement Process (61)	Problem Solving (81)	Project Management Software (9)
Safety Procedures (57)	Computer Literacy (80)	SAP Applications (9)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists an associate degree as the typical entry-level education for *Environmental Engineering Technologists and Technicians*, *Industrial Engineering Technologists and Technicians* and *Environmental Science and Protection Technicians, Including Health* and lists a high school diploma or equivalent as the typical entry-level education for *Occupational Health and Safety Technicians*. National-level educational attainment data indicates that between 30% and 49% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for the four *environmental health and safety*-related occupations.

Of the 580 online job postings, 56% (equivalent to 323 postings) of cumulative job postings for the four *environmental health and safety*-related occupations listed a minimum education requirement in the SCV/SML subregion. Of the 323 postings, 55% (179) requested a high school or GED.

Exhibit 9: National-level Educational Attainment for Environmental Health And Safety-Related Occupations



Educational Supply

Community College Supply:

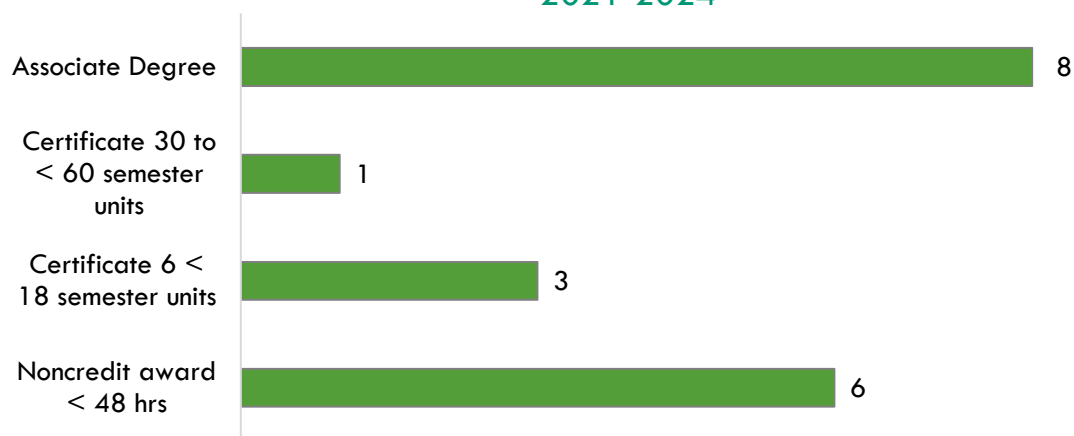
Exhibit 10 shows the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. The college with the most completions is Bakersfield (South). No awards were conferred by NCV/NML community colleges.

**Exhibit 10: SCV/SML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24**

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0956.70	Industrial and Occupational Safety and Health	Bakersfield	3	13	17	11
		Taft	6	6	7	6
Subtotal/Average			9	19	24	17
SCV/SML Supply Grand Total			9	19	24	17

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 18 awards conferred in the SCV/SML subregion, 44% (8) of these awards were for an associate degree.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibits 12 shows the Strong Workforce Program (SWP) metrics for Environmental Technology and Industrial and Occupational Safety and Health programs in West Kern Community College District (WKCCD), the SCV/SML subregion, the CVML region, and California.

Of the 4,844 industrial and occupational safety and health program students statewide in the 2023-2024 academic year, 77% (3,749) attended a CVML institution. WKCCD students that exited industrial and occupational safety and health programs in the 2022-2023 academic year had greater median annual earnings (\$46,956) compared to all industrial and occupational safety and health students in SCV/SML subregion (\$46,770). Notably, 70% of SCV/SML industrial and occupational safety and health students attained a living wage, which is greater than the percentage of students who attained a living wage statewide (66%).

Exhibit 12: Industrial and Occupational Safety and Health (0956.70) Strong Workforce Program Metrics

SWP Metric	WKCCD	SCV/SML Subregion	CVML Region	California
SWP Students	3,312	3,695	3,749	4,844
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	5%	6%	10%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	65%	65%	63%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	1%	0%	0%	4%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	0%	1%	1%	1%
SWP Students with a Job Closely Related to Their Field of Study	N/A	N/A	N/A	78%
Median Annual Earnings for SWP Exiting Students	\$46,956 (\$22.58)	\$46,770 (\$22.49)	\$46,770 (\$22.49)	\$45,982 (\$22.11)
Median Change in Earnings for SWP Exiting Students	20%	20%	20%	21%
SWP Exiting Students Who Attained the Living Wage	71%	70%	70%	66%



2023-2024



2022-2023



2021-2022



N/A

Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupations studied in this report. This includes examining the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest.

Between 2020 and 2023, there were no non-community college institutions in the SCV/SML subregion that conferred awards annually in related training programs.

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the CVML COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

The CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/ Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/
Educational Supply	The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions
Student Metrics and Demographics	DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml

For more information, please contact the Central Valley/Mother Lode Center of Excellence:

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October 2025



To: Greg Bormann, VP of Instruction
Vicki Jacobi, Curriculum Co-Chair

From:

Division: Liberal Arts

Date: 8/25/2025
Certifications of Competency in Listening and
Speaking for Multilingual Students; Additional
Narratives and CORS for different levels
attached.

Re:

Type of Curriculum Change:

☒ New Course*
Nonsubstantial Course Change

☐ Substantial Course Change*
☐ Course Inactivation

Justification for Request:

Please enter a brief description of the background and rationale for the course or course changes. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Build academic communication skills to increase transfer-level participation and success.

Develop linguistic confidence and accuracy in Taft College students from diverse language backgrounds.

Bridge community language needs to increase college attendance and success.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None; no distance learning needed

☐ Addition to Taft College General Education:

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meet

Narrative for Certification of Competency in ESL: Advanced Academic Preparation for Multilingual Students

Program Goals and Objectives

Program goals:

- **Comprehend and analyze college-level texts.**
- **Apply advanced grammar and vocabulary in college level writing texts.**
- **Demonstrate college level academic readiness skills**
- **Read, write, listen, speak, and understand Academic English to enhance college success**

Objectives

1. Use listening and reading strategies to improve academic and everyday vocabulary
2. Produce original college-level academic writing and presentations
3. Comprehend and interpret academic text and lectures
4. Apply strategies to practice and continue learning academic English grammar structures and language
5. Identify and use advanced grammar forms in speech, writing, and text
6. Analyze tone, purpose, and register in written and spoken language
7. Analyze language to understand idiomatic phrases and cultural nuance

Catalog Description

The Noncredit Certificate of Competency in English as a Second Language: (ESL) Advanced Academic Preparation for Multilingual Students is designed to bridge the academic gap between students' current knowledge and the academic skills needed to succeed in transfer-level courses. Students enrolled in ESL Advanced Academic Preparation courses will practice writing, reading, vocabulary development, listening, speaking, articulation, and fluency to build confidence and effectively communicate with their college community. Students successfully completing this program should have developed English language skills to improve their academic success in community college classes to meet their career and education goals.

The Noncredit Certificate of Competency in English as a Second Language (ESL): Advanced Academic Preparation for Multilingual Students helps students get ready for college and future jobs by improving their English skills. In these classes, students practice writing, reading, listening, and speaking in English. They also learn new words, work on saying

words clearly, and speak more smoothly. By finishing this program, students will feel more confident using English in their college classes and will be better prepared to reach their education and career goals.

Program Student Learning Outcomes

Upon completion of the certificate program in ESL Advanced Academic Preparation for Multilingual Students:

Students will analyze information, synthesize sources, and defend ideas with sources.

Program Requirements

Required Courses to earn the Certificate of Completion in ESL Advanced Academic Preparation

Course Title and Number	Hours
English as a Second Language Advanced Reading	48
English as a Second Language Advanced Listening and Speaking Skills	48
English as a Second Language Advanced Writing	72

Master Planning

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, baccalaureate programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Certificate of Competency in ESL: Advance Academic Preparation for Multilingual Students

Program TOP Code: 4930.86

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: 15

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: College Preparation

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): n/a

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: 1

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: 1

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: \$0.00

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: \$0.00

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$500

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: January 2028

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or No

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: Yes or No

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 0%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: Yes or No

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

Narrative for Certification of Competency in ESL: Intermediate Academic Preparation for Multilingual Students

Program Goals and Objectives

Program goals:

- **Use various strategies to improve understanding of unfamiliar text, lectures, conversations, and vocabulary**
- **Apply intermediate level grammar and vocabulary in texts and speech.**
- **Demonstrate increasing academic readiness skills**

Objectives

1. Use intermediate level listening and reading strategies to improve academic interactions and everyday vocabulary
2. Produce original writing and presentations based on course content
3. Apply strategies to practice and continue learning English grammar structures and language at the intermediate academic level.
4. Identify and use increasingly complex grammar forms in speech, writing, and text
5. Begin to analyze tone, purpose, and register in written and spoken language
6. Begin to analyze language to understand idiomatic phrases and cultural nuance

Catalog Description

The Noncredit Certificate of Competency in English as a Second Language (ESL) Intermediate Academic Preparation for Multilingual Students is designed to bridge the academic gap between students' current knowledge and the academic skills needed to succeed in transfer-level courses. Students enrolled in ESL Intermediate Academic Preparation courses will practice writing, reading, vocabulary development, listening, speaking, articulation, and fluency to build confidence and effectively communicate with their college community. Students successfully completing this program should have developed English language skills to improve their academic success in advanced ESL courses and in the broader community college community.

The Noncredit Certificate of Competency in English as a Second Language (ESL): Intermediate Academic Preparation for Multilingual Students helps students get ready for college classes by improving their English skills. In these classes, students practice writing, reading, listening, and speaking in English. They also learn new words, work on

saying words clearly, and speak more smoothly. By the end of the program, students will feel more confident using English in their college classes and in the college community.

Program Student Learning Outcomes

Upon completion of the certificate program in ESL Intermediate Academic Preparation for Multilingual Students:

- Students will demonstrate advanced ESL grammar and writing coursework
- Students will develop strategies to enhance their own language learning

Program Requirements

Required Courses to earn the Certificate of Completion in ESL Intermediate Academic Preparation

Course Title and Number	Hours
English as a Second Language Intermediate Reading	48
English as a Second Language Intermediate Listening and Speaking	48
English as a Second Language Intermediate Writing	72

Master Planning

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, baccalaureate programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: Certificate of Competency in ESL: Intermediate Academic Preparation for Multilingual Students

Program TOP Code: 4930.87

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: 15

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: College Preparation

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): n/a

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: 1

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: 1

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: \$0.00

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: \$0.00

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$500

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: January 2028

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or **No**

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: Yes or **No**

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 0%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: Yes or **No**

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

Narrative for Certification of Competency in ESL: Listening and Speaking for Multilingual Students

Program Goals and Objectives

Program goals:

1. Build academic communication skills to increase transfer-level participation and success.
2. Develop linguistic confidence and accuracy in Taft College students from diverse language backgrounds.
3. Bridge community language needs to increase college attendance and success.
4. Participate in extended conversations and discussions using advanced vocabulary and structures.
5. Use strategies to manage and sustain communication in formal and informal settings.
6. Deliver well-organized and confident oral presentations on academic or professional topics.
7. Comprehend and interpret longer and more complex spoken texts (lectures, interviews, debates).
8. Apply culturally appropriate communication norms and body language in different contexts.
9. Use advanced grammar forms such as complex sentences, reported speech, and passive voice accurately in speech.
10. Analyze tone, purpose, and register in spoken language.

Catalog Description

The Noncredit Certificate of Competency in English as a Second Language (ESL): Listening and Speaking for Multilingual Students is designed to bridge the academic gap between students' current knowledge and the academic skills needed to succeed in transfer-level courses. Students enrolled in ESL communication courses will practice listening, speaking, articulation, and fluency to build confidence and effectively communicate with their peers and professors.

The Noncredit Certificate of Competency in English as a Second Language (ESL): Listening and Speaking for Multilingual Students helps students get better at English so they can do well in college classes. In these ESL classes, students practice listening and speaking in

English. They work on saying words clearly, speaking smoothly, and feeling confident when talking with classmates and teachers.

Program Student Learning Outcomes

1. Upon completion, the student will demonstrate communication skills and cultural awareness by analyzing information relevant to global events, presenting arguments, and defending ideas.
2. Upon completion, the student will be able to demonstrate interpersonal, teamwork, and communication skills by preparing group projects and debates.

Program Requirements

Required Courses to earn the Certificate of Completion in ESL Communication

Course Title and Number	Hours
English as a Second Language Intermediate Listening and Speaking	48
English as a Second Language Advanced Listening and Speaking	48

Master Planning

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, baccalaureate programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: **Certificate of Competency in Listening and Speaking for Multilingual Students**

Program TOP Code: **4930.86**

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

Annual Completers: **15**

Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: **College Preparation**

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

Net Annual Labor Demand (CTE only): **n/a**

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

Faculty Workload: **1**

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

New Faculty Positions: **1**

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

New Equipment: **\$0.00**

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

New/Remodeled Facility: **\$0.00**

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: \$500

Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: January 2028

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or **No**

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: Yes or **No**

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 0%

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: Yes or **No**

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Bill Devine
Reviewed by: Click here to enter text.
Date Prepared: Click here to enter text.

English as a Second Language (ESL) 9100 Intermediate Reading (0 Units) noncredit

Prerequisite: None

Total Hours: 48 hours, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: This course is recommended for international and multilingual students who need to improve reading comprehension and build vocabulary in English. Emphasis is on identifying main ideas, summarizing, making inferences, and developing vocabulary, using increasingly complex academic reading selections. This course is for students at the intermediate level of English.

Type of Class/Course: noncredit

Texts: Al Haider, Rebecca. *ESL Intermediate Reading and Writing*. Reedley College, 2022. *OER Commons*,

<https://drive.google.com/file/d/1No0UiidxRIegKTHa8Y7zX3kuPADNai8v/view>

Course Objectives:

By the end of the course, a successful student will be able to:

1. Read and demonstrate comprehension of adapted academic texts of approximately 500–800 words.
2. Discuss themes of texts
3. Identify main ideas in text
4. Apply a variety of reading strategies (e.g., skimming, scanning, inference, summarizing).
5. Identify and use transitional expressions and cohesive devices in text.
6. Identify and apply grammatical structures observed within intermediate-level academic reading (e.g., compound and complex sentences, modals, verb tenses).
7. Read short academic text and take notes on main ideas and supporting details.
8. Participate actively in academic discussions and oral presentations.

Student Learning Outcomes

1. Justify interpretations of a text through oral or written responses that reference key vocabulary, examples, and inferences.
2. Synthesize information from multiple readings to draw conclusions or support an argument in discussion or writing.

3. Develop predictions, questions, or summaries based on academic readings, demonstrating understanding and critical engagement

Course Scope and Content:

Unit I Academic Reading Strategies

- A. Active reading: annotation, questioning, predicting
- B. Skimming and scanning for main ideas and specific details
- C. Identifying patterns of organization (cause-effect, compare-contrast, etc.)
- D. Recognizing argument structure (claim, evidence, reasoning)
- E. Summarizing and paraphrasing academic texts

Unit II Critical Thinking and Textual Analysis

- A. Making inferences and drawing conclusions
- B. Distinguishing between fact, opinion, and bias
- C. Analyzing rhetorical strategies and author's purpose
- D. Evaluating the credibility and relevance of sources
- E. Forming and supporting personal responses to texts

Unit III Academic Vocabulary and Word Study

- A. Learning word families, affixes, and roots (Latin/Greek origins)
- B. Understanding connotation and register in academic language
- C. Using context clues and dictionaries to interpret unfamiliar vocabulary
- D. Building discipline-specific vocabulary in literature, science, and social studies

Unit IV Reading Non-fiction

- A. Vocabulary development
- B. Textbook analysis
- C. Reading strategies across the curriculum
- D. Memoir
- E. Essays
- F. Newspapers
- G. Social Media
- H. Community information
- I. Newsletters
- J. Opinion pieces

Unit V Reading Fiction

- A. Short stories
- B. Poetry
- C. Novellas

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading for understanding
2. Organizing and categorizing new vocabulary for maximum acquisition
3. Reading for fluency

Examples of Reading Assignments:

- 1.

Examples of Writing Assignments:

Methods of Instruction

1. Vocabulary and dialogue journal activities
2. Discussion groups
3. Book/Text analysis
4. Lecture
5. Reading activities
6. Notetaking activities

Methods of Evaluation

1. Presentation of knowledge
2. Reading comprehension quizzes
3. Writing assignments (paragraphs, essays)
4. Reading quizzes and comprehension exercises
5. Final exam

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.85</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>

<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Click here to enter text.
Reviewed by: Click here to enter text.
Date Prepared: Click here to enter text.

English as a Second Language (ESL) 9110 Advanced Reading (0 Units) noncredit

Prerequisite: None

Advisory: Before entering the course, the student should be able to:

1. Read and demonstrate comprehension of adapted academic texts of approximately 500–800 words.
2. Discuss themes of texts
3. Identify main ideas in text
4. Apply a variety of reading strategies (e.g., skimming, scanning, inference, summarizing).
5. Identify and use transitional expressions and cohesive devices in text.
6. Identify and apply grammatical structures observed within intermediate-level academic reading (e.g., compound and complex sentences, modals, verb tenses).
7. Read short academic text and take notes on main ideas and supporting details.
8. Participate actively in academic discussions and oral presentations.

Total Hours: 48 hours, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: This course is recommended for international and multilingual students who need to improve reading comprehension and build vocabulary in English. Emphasis is on identifying main ideas, summarizing, making inferences, and developing vocabulary, using increasingly complex academic reading selections. This course is for students at the advanced level who are developing language skills for career and academic purposes.

Type of Class/Course: noncredit

Texts:

Winer, Gabriel, and Elizabeth Wadell. *Reading, Writing, Research and Reasoning: An Advanced*

ESL Text. Berkeley City College & Laney College, 2022. *LibreTexts*,

https://human.libretexts.org/Bookshelves/Languages/English_as_a_Second_Language/Reading_Writing_Research_and_Reasoning%3A_An_Advanced_ESL_Text

Course Objectives:

By the end of the course, a successful student will be able to:

1. Read and demonstrate comprehension of collegiate transfer-level academic texts across the curriculum
2. Identify main ideas, supporting details, and rhetorical patterns in academic-level readings across disciplines such as humanities, science, history, and social sciences.
3. Apply strategies such as annotation, inference, summarizing, and distinguishing fact from opinion to engage with complex academic material.
4. Read, compare, and synthesize information from multiple academic texts to support written and spoken responses.
5. Use skimming, scanning, and strategic notetaking to prepare for academic tasks such as textbook quizzes, exams, or lectures.
6. Increase reading speed and comprehension through timed readings and sustained silent reading sessions.
7. Identify and incorporate appropriate textual evidence from readings to support claims in academic writing assignments or classroom discussions.

Student Learning Outcomes

1. Generate thought-provoking questions or hypotheses based on close readings of academic texts to participate in discussions and support writing
2. Synthesize ideas from two or more academic sources to form a well-supported conclusion, critique, or summary.
3. Evaluate the strength of arguments in academic texts by identifying logical reasoning, bias, assumptions, and supporting evidence.

Course Scope and Content:

Unit I Reading literature and in the humanities

- A. Reading and analyzing short stories, excerpts from novels, poetry, and plays
- B. Identifying literary elements: theme, tone, plot, setting, character, symbolism
- C. Comparing literary genres and cultural perspectives
- D. Responding to literature through discussion and written analysis
- E. Identify tone and point of view in opinion essays,
- F. Develop strategies to read biographies, memoirs, and contemporary text

Unit II Reading across the curriculum: Social Sciences

- A. Use reading strategies to understand unfamiliar topics
- B. Read and analyze academic texts in:
 - a. History (e.g., primary source documents, historical narratives)
 - b. Social Sciences (e.g., psychology or sociology articles)
- C. Interpreting charts, graphs, and data embedded in academic texts
- D. Synthesizing information from multiple sources

Unit III Reading across the curriculum: Natural Sciences

- A. Read science articles in magazines on various topics
- B. Use Greek and Latin roots to understand scientific vocabulary
- C. Analyze text using the academic word list (AWL)

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read text in multiple genres
2. Analyze language use
3. Write about readings
4. Discuss readings

Examples of Reading Assignments:

1. Read text in multiple genres
2. Reading journals and reflection

Examples of Writing Assignments:

1. Write about readings
2. Notetaking

Methods of Instruction

1. Close reading activities
2. Text-Based Academic Discussions
3. Integrated Reading-Writing Assignments
4. Vocabulary Development Activities
5. Reading Journals and Reflection

Methods of Evaluation

1. Reading comprehension tasks
2. Vocabulary assessments
3. Research-Based Reading Assignments
4. Rubric-scored reading tasks

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.85</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>

<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Click here to enter text.
Reviewed by: Click here to enter text.
Date Prepared: Click here to enter text.

English as a Second Language (ESL) 9200 Intermediate Writing Skills (0 Units) noncredit

Prerequisite: None

Advisory: Before entering the course, the student should be able to:

1. Write organized paragraphs
2. Compose grammatical sentences
3. Understand the main idea of a text
4. Summarize text

Total Hours: 72 hours, 144 Outside of Class Hours (216 Total Student Learning Hours)

Catalog Description: Recommended for international and multilingual students at the intermediate level of English who require grammar and composition skills necessary to take essay exams, improve personal and professional writing, or prepare for college courses. It can be repeated as many times as necessary to develop mastery of the writing skills needed.

Type of Class/Course: noncredit

Texts: Al Haider, Rebecca. *ESL Intermediate Reading and Writing*. Reedley College, 2022. *OER Commons*,

<https://drive.google.com/file/d/1No0UiydxRIegKTHa8Y7zX3kuPADNai8v/view>

Course Objectives:

By the end of the course, a successful student will be able to:

1. Write coherent, well-organized paragraphs with clear topic sentences, supporting details, and conclusions.
2. Compose short essays with an introduction, body, and conclusion.
3. Use appropriate transitions and connectors to organize ideas logically.
4. Apply intermediate grammar structures accurately (e.g., verb tense consistency, complex sentences).
5. Revise and edit drafts for clarity, coherence, and correctness.
6. Demonstrate understanding of the writing process: prewriting, drafting, revising, and editing.

Student Learning Outcomes

1. Apply reading strategies to unfamiliar text
2. Compose original paragraphs and short essays using organizational strategies and increasingly complex grammar structures
3. Apply editing strategies

Course Scope and Content:

Unit I Writing Development

- A. The writing process: brainstorming, outlining, drafting, revising, editing
- B. Paragraph structure: topic sentence, supporting details, concluding sentence
- C. Essay structure: introduction with thesis, body paragraphs, conclusion
- D. Organization and coherence: transitions, logical flow of ideas
- E. Peer review and editing development

Unit II Grammar & Language

- A. Verb tenses: past, present, future; perfect tenses
- B. Sentence structure: simple, compound, complex
- C. Sentence variety and word choice
- D. Subject-verb agreement, pronouns, articles, and punctuation
- E. Common errors in academic writing
- F. Academic Word List

Unit III Academic vocabulary and writing control

- A. Vocabulary development for academic topics
- B. Formal vs. informal writing
- C. Avoiding run-on sentences and fragments

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 9 hours per week outside of the regular class time doing the following:

- 1.
- 2.
- 3.

Examples of Reading Assignments:**Examples of Writing Assignments:****Methods of Instruction**

1. Direct instruction and modeling
2. Group and individual writing activities
3. Peer review and feedback sessions
4. Use of writing samples and rubrics

Methods of Evaluation

1. Rubric scored paragraphs and essays
2. Writing assessments
3. Timed writing tasks

Sample Assignments and Activities:

1. Write 4–6 multi-paragraph compositions
2. Keep a writing journal with reflection entries
3. Participate in guided peer review workshops
4. Complete grammar and sentence-level editing exercises
5. Submit revised final drafts with evidence of revision

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.84</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>

<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Click here to enter text.
Reviewed by: Click here to enter text.
Date Prepared: Click here to enter text.

English as a Second Language (ESL) 9210 Advanced Writing Skills (0 Units) noncredit

Prerequisite: None

Advisory: Before entering the course, the student should be able to:

1. Write coherent, well-organized paragraphs with clear topic sentences, supporting details, and conclusions.
2. Compose short essays with an introduction, body, and conclusion.
3. Use appropriate transitions and connectors to organize ideas logically.
4. Apply intermediate grammar structures accurately (e.g., verb tense consistency, complex sentences).
5. Revise and edit drafts for clarity, coherence, and correctness.
6. Demonstrate understanding of the writing process: prewriting, drafting, revising, and editing.

Total Hours: 72 hours. 144 Outside of Class Hours (216 Total Student Learning Hours)

Catalog Description: Recommended for international and multilingual students at the advanced level of English who require grammar and composition skills necessary to take essay exams, improve personal and professional writing, or prepare for transfer level college composition. It can be repeated as many times as necessary to develop mastery of the writing skills needed.

Type of Class/Course: noncredit

Texts:

Mathews, Connie, et al. *Academic Writing for ESL Students*. Nashville State Community College, 2025.

LibreTexts,

https://human.libretexts.org/Courses/Nashville_State_Community_College/Academic_Writing_for_ESL_Students

Course Objectives:

By the end of the course, a successful student will be able to:

1. Compose clear, coherent, and well-organized multi-paragraph essays with thesis statements and supporting evidence.
2. Analyze a reading or prompt and develop a written response that includes critical thinking and synthesis of ideas.
3. Use advanced grammar structures, varied sentence forms, and academic vocabulary.

4. Revise writing to improve clarity, organization, tone, and coherence.
5. Edit for grammatical accuracy, punctuation, and spelling.
6. Demonstrate understanding of formal academic writing conventions and citation practices.

Course Scope and Content:

Unit I Advanced Composition Skills:

- A. Essay structures: expository, persuasive, analytical, and reflective
- B. Thesis development and support with evidence
- C. Cohesion: transitions, pronoun reference, repetition, and parallel structure
- D. Writing for different audiences and purposes
- E. Writing process: from outline to final draft

Unit II Grammar & Mechanics:

- A. Essay structures: expository, persuasive, analytical, and reflective
- B. Thesis development and support with evidence
- C. Cohesion: transitions, pronoun reference, repetition, and parallel structure
- D. Writing for different audiences and purposes
- E. Writing process: from outline to final draft

Unit III Critical Thinking & Reading/Writing Connection:

- A. Summarizing, paraphrasing, and responding to texts
- B. Analyzing an argument: claims, evidence, counterarguments
- C. Synthesizing ideas from multiple sources
- D. Introduction to academic citation

Student Learning Outcomes (SLOs):

1. Write a well-organized essay responding to a college-level prompt using appropriate academic tone and structure.
2. Integrate and cite outside information into writing using MLA format.
3. Revise and edit drafts using feedback

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 9 hours per week outside of the regular class time doing the following:

1. Write summary and reflection of increasingly complex text
2. Reading response journals or summaries
3. Integration of source materials in writing
4. Timed in-class writing assessments
5. Participation in structured peer feedback sessions
6. Sentence-combining and grammar-editing exercises

Examples of Reading Assignments:

Examples of Writing Assignments:

Methods of Instruction

1. Instructor-led lectures and modeling of writing
2. In-class writing practice
3. Direct instruction: Grammar
4. Individual and collaborative writing activities
5. Grammar-in-context mini-lessons

Methods of Evaluation

1. Graded writing assignments (essays, reading responses)
2. Rubric-based assessments of revision and editing
3. Grammar accuracy in revised drafts
4. Participation and engagement in peer review

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.84</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>

<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Click here to enter text.
Reviewed by: Click here to enter text.
Date Prepared: Click here to enter text.

English as a Second Language (ESL) 9300 Intermediate Listening and Speaking Skills (0 Units)
noncredit

Prerequisite: None

Total Hours: 48 hours, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: This intermediate-level noncredit ESL course is designed to develop communication skills for academic success. Emphasis is placed on developing fluency and accuracy, listening comprehension, and conversation strategies. Students will engage in role-plays, interviews, presentations, and group discussions to build confidence in speaking and listening in English in college classes.

This course is recommended for international and multilingual students who need communication and pronunciation skills for academic settings in English. Students will focus on improving their critical listening, oral presentations, class discussions, and pronunciation.

Type of Class/Course: noncredit, non-transferable

Texts: Higgins, Cybele. *Writing in College: From Competence to Excellence*. Lane Community

College, 2020. *Open Oregon*. <https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>

Course Objectives:

By the end of the course, a successful student will be able to:

1. Use appropriate vocabulary and grammar structures for a variety of familiar and unfamiliar social situations.
2. Use appropriate and varied vocabulary for academic and workplace situations.
3. Comprehend spoken English at a normal conversational pace with increased accuracy.
4. Express opinions, agree/disagree, and ask follow-up questions in group discussions.
5. Give short oral presentations on academic topics using organized ideas.
6. Use common idioms and expressions in conversation.
7. Practice self-correction and peer feedback in speaking and listening activities.
8. Demonstrate understanding of cultural norms in communication contexts.

Student Learning Outcomes

1. Engage in spoken interactions at an intermediate level in various settings.

2. Demonstrate understanding and respond to spoken English with increasing accuracy.
3. Demonstrate conversation skills to seek and clarify information

Course Scope and Content:

- Unit I Speaking skills
- A. Verbal cues and intonation
 - B. Conversation practice
 - C. Listening and responding to topic
 - D. Staying on topic
 - E. Asking clarifying questions
- Unit II Pronunciation and clarity development
- A. Minimal pairs
 - B. Speech analysis
 - C. Presentation skill development
 - D. Articulation
 - E. Word stress
- Unit III Listening Comprehension
- A. Listen for main idea
 - B. Understanding nuance and double meaning
 - C. Inference
 - D. Effective listening strategies

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Participate in small-group conversations with peer feedback
2. Prepare short oral presentation with an outline
3. Complete listening logs based on podcasts, videos, or dialogues
4. Practice structured role-plays (e.g., job interview, doctor visit)
5. Prepare for vocabulary quizzes and pronunciation drills

Examples of Reading Assignments:

Examples of Writing Assignments:

Methods of Instruction

1. Direct instruction and modeling
2. Pair and group work
3. Dialogues and role-plays
4. Pronunciation Practice

5. Multimedia listening activities
6. Oral presentations
7. Functional Language activities
8. Feedback and self-assessment tools

Methods of Evaluation

1. Formative assessments through observation and instructor feedback
2. Listening comprehension assessment
3. Oral performance rubrics for presentations and role-plays

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.87</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>N: No</u>
<u>Discipline:</u>	<u>English as a Second Language</u>

Prepared by: Kelly Kulzer-Reyes
Reviewed by: Bill Devine
Reviewed by: Lori Travis
Date Prepared: May 1, 2025

English as a Second Language (ESL) 9310 Advanced Listening and Speaking Skills (0 Units) noncredit

Prerequisite: None

Total Hours: 48 hours, 96 Outside of Class Hours (144 Total Student Learning Hours)

Commented [KK1]: Should this be 48? I used BC's courses as a model, but 48 would be 3 hours per week for our semester. BC uses 54 hours.

Catalog Description: This advanced ESL course focuses on enhancing oral communication, listening comprehension, and fluency for academic, career, and community settings. Students practice structured discussions, professional presentations, interview skills, and advanced conversation strategies. Emphasis is placed on cultural competence, clear pronunciation, and the ability to use nuanced language. Recommended for international and multilingual students who need training in pronunciation, stress and intonation in every day, unplanned speech. Students will develop oral communication skills through formal presentations and debates. Students will analyze lectures, arguments, and academic discussions to build awareness of speech patterns and communication strategies in English.

Type of Class/Course: Non-Credit

Texts:

Guskaroska, Agata, et al. *Oral Communication for Non-Native Speakers of English*. 2nd ed., Iowa State U Digital Press, 2025. *Pressbooks*, iastate.pressbooks.pub/oralcommunication2e/

Course Objectives:

By the end of the course, a successful student will be able to:

1. Participate in extended conversations and discussions using advanced vocabulary and structures.
2. Use strategies to manage and sustain communication in formal and informal settings.
3. Deliver well-organized and confident oral presentations on academic or professional topics.
4. Comprehend and interpret longer and more complex spoken texts (lectures, interviews, debates).
5. Apply culturally appropriate communication norms and body language in different contexts.
6. Use advanced grammar forms such as complex sentences, reported speech, and passive voice accurately in speech.
7. Analyze tone, purpose, and register in spoken language.

Student Learning Outcomes (SLOs)

1. Engage effectively in complex spoken interactions in academic settings.
2. Demonstrate understanding and respond to extended spoken English with minimal need for clarification.
3. Demonstrate clarity and confidence in delivering structured oral presentations.

Course Scope and Content:

Unit I Listening

- A. Emphasis and intonation
- B. Word roots and endings
- C. Formal cues
- D. Informal cues

- Unit II Speaking
- A. Emphasis and intonation
 - B. Word roots and endings
 - C. Formal cues
 - D. Informal cues
 - E. Pronunciation and articulation
 - F. Clarity

- Unit III Culture
- A. Formality and informality
 - B. Vocabulary cues for cultural awareness
 - C. Sociolinguistic awareness

- Unit IV Nonverbal language
- A. Facial expression
 - B. Tone of voice
 - C. Volume
 - D. Silence

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Listening to lectures, television programs, radio
2. Dialogue journals for vocabulary and sociolinguistic awareness
3. Preparing for in class listening and speaking demonstration
4. Preparations for group debate on an assigned issue
5. Preparation for 3–5 minute academic or professional presentation
6. Listening log with summary and response to podcasts or recorded lectures
7. Pronunciation and fluency exercises using apps or speech tools
8. Self-reflection journals on communication improvement

Examples of Reading Assignments:

Examples of Writing Assignments:

Methods of Instruction

1. Instructor modeling and guided practice
2. Group discussions and debates
3. Multimedia analysis (e.g., speeches, news, podcasts)

4. Role-playing advanced social and professional situations
5. Peer and self-evaluation
6. Pronunciation workshops

Methods of Evaluation

1. Quizzes
2. Rubric-assessed presentations
3. Rubric-scored articulation and fluency tasks

Supplemental Data:

<u>T.O.P. Code:</u>	<u>4930.87</u>
<u>Sam Priority Code:</u>	<u>E: Non- Occupational</u>
<u>Distance Education:</u>	
<u>Funding Agency:</u>	<u>Y: Not Applicable</u>
<u>Program Status:</u>	<u>I: Program Applicable</u>
<u>Noncredit Category:</u>	<u>A: English as a Second Language</u> <u>K: Other Noncredit Enhanced Funding (CB 11)</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>B: Course is a basic skill course</u>
<u>Prior to College Level:</u>	<u>N: noncredit</u>
<u>Work Experience:</u>	<u>N: Course is not a part of an education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Y: Yes</u>
<u>Discipline</u>	<u>English as a Second Language</u>

To: Dr. Leslie Minor Chief Instructional Officer
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 5/27/2025

Re: HLED COR updates

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Nonsubstantial Course Change* ☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID

☐ As part of the 5 year review cycle

☒ Other (please explain): __HLED 1510, 1541, 1543 5 year review. The textbook for HLED 1510 will be replaced in the 2025-2026 academic year. No change to SLO's and all three courses are already distance learning approved. HLED 1510 is also being recommended for C-ID.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Kinesiology local degree, Kinesiology ADT and Sports Management

SLOASC review date: _____

Distance Learning and Education Committee review date: _____ if requesting DLE.

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.



Prepared by: ~~D. Headrick~~ **B. Ferguson**
Reviewed by: ~~G. Golling~~ **K. Bandy**
Date prepared: Spring ~~2014~~ **2025**
Textbook update: Fall ~~2021~~ **2023**
C&GE approved: ~~May 12, 2014~~
Board approved: ~~June 11, 2014~~

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Health Education (HLED) 1541 Medical Terminology (3 Units) CSU
[formerly Health Education 41]

Prerequisite: None

Total Hours: 48 hours lecture, 96 Outside of Class Hours (144 Total Student Learning Hours)

Catalog Description: The focus of this course is learning the origin, correct spelling, pronunciation, meaning and current usage of common medical terms and their application to clinical records and reports. Specific emphasis is on root words, prefixes, suffixes, stems, combining forms, medical abbreviations, symbols, and terms commonly used in patient's records and laboratory reports.

Type of Class/Course: Degree Credit

Text/Representative Textbooks: ~~Jones, Betty Davis. *Comprehensive Medical Terminology*, 4th ed. Clifton Park: Cengage, 2011. Print.~~

~~Jones, Cavanagh. *Acquiring Medical Language (Looseleaf)*. McGraw-Hill, 2018.~~

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Jones, S. *Acquiring Medical Language*, 3rd ed. Pearson 2023 (ebook)

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Jones, Steven L., and Andrew Cavanagh. *Loose Leaf for Acquiring Medical Language*. 3rd ed., Graw-Hill, 2022.

Additional Instructional Materials (recommended):

~~Medical Terminology Interactive online program~~

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~~Mosby's Pocket Dictionary of Medicine: Nursing & Health Professions. St. Louis: Elsevier, 2010. Print.~~

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McGraw-Hill Medical Terminology Audio Glossary

Tabers Cyclopedic Medical Dictionary (Print Version), 25th ed. F.A. Davis, 2025

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HLED 1541 Medical Terminology—Student Learning Outcomes (SLO's)

1. Learn to interpret, transcribe, speak, and write complex medical terms as determined by content tests.

2. Distinguish the meaning, divide into suffix, prefix, and stem when given a medical term as determined by content tests.

3. Select a meaning synonym when given a medical term.

4. Use a given word/term in a written sentence demonstrating an understanding of the meaning of the given word/term.



5. Pronounce terminology correctly as assessed by online feedback.

HLED 1541 Medical Terminology— Course Level Student Learning Outcomes (SLO's)

1. Learn to interpret, transcribe, speak, and write complex medical terms as determined by content tests.
2. Distinguish the meaning, divide into suffix, prefix, and stem when given a medical term as determined by content tests.
3. Select a meaning synonym when given a medical term.
4. Use a given word/term in a written sentence demonstrating an understanding of the meaning of the given word/term.
5. Pronounce terminology correctly as assessed by online feedback.

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Course Objectives:

By the end of the course, a successful student will be able to:

1. Identify and use word roots, prefixes, and suffixes to build medical terms,
2. Identify the function of combining vowels in the construction of medical terms,
3. Identify the building blocks, organ systems, and cavities of the body,
4. Identify anatomical planes, regions, and directional terms used to describe areas of the body,
5. Breakdown and define medical terms associated with anatomy and physiology of the body, and
6. Breakdown and define common medical terms used for symptoms, diseases, disorders, procedures, treatments, and devices associated with each body system and specialty areas.
 - a. Word Building Rules
 - b. Prefixes
 - c. Suffixes
 - d. Whole Body Terminology
 - e. Integumentary System
 - f. Skeletal System
 - g. Muscles and Joints
 - h. Nervous System
 - i. Blood and Lymphatic System
 - j. Cardiovascular System
 - k. Respiratory System
 - l. Digestive System
 - m. Endocrine System
 - n. Special Senses: eyes and ears
 - o. Urinary System
 - p. Male Reproductive System
 - q. Female Reproductive System

Course Scope and Content:

Unit I — Word Building Rules

- a. The word parts, combining forms, and word building rules
- b. Word structure
- c. Guidelines for use of possessive forms

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Unit II — Prefixes

- a. Numbers
- b. Measurement
- c. Position and/or direction



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- d. ~~Color~~
- e. ~~Negatives~~
- f. ~~Common prefixes~~

Unit III — Suffixes

- a. ~~Noun suffixes~~
- b. ~~Plural words~~
- c. ~~Adjective suffixes~~
- d. ~~Specialties and specialists~~
- e. ~~Instruments, surgical and diagnostic procedures~~
- f. ~~Common suffixes~~

Unit IV — Whole Body Terminology

- a. ~~Structural organization~~
- b. ~~Body planes~~
- c. ~~Body regions and quadrants~~
- d. ~~Body cavities~~
- e. ~~Divisions of the back~~
- f. ~~Direction~~
- g. ~~Vocabulary~~
- h. ~~Word elements~~
- i. ~~Common abbreviations~~

Unit V — The Integumentary System

- a. ~~Anatomy and physiology~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Skin lesions~~
- e. ~~Pathological conditions~~
- f. ~~Diagnostic techniques, treatments, and procedures~~
- g. ~~Common abbreviations~~

Unit VI — The Skeletal System

- a. ~~Anatomy and physiology~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Pathological conditions~~
- e. ~~Diagnostic techniques, treatments, and procedures~~
- f. ~~Common abbreviations~~

Unit VII — Muscles and Joints

- a. ~~Anatomy and physiology (Muscles)~~
- b. ~~Vocabulary (Muscles)~~
- c. ~~Word elements (Muscles)~~
- d. ~~Pathological conditions (Muscles)~~
- e. ~~Diagnostic techniques, treatments, and procedures (Muscles)~~
- f. ~~Common abbreviations (Muscles)~~
- g. ~~Classifications of joints~~
- h. ~~Movement of joints~~
- i. ~~Vocabulary (Joints)~~
- j. ~~Word elements (Joints)~~



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- k. ~~Pathological conditions (Joints)~~
- l. ~~Diagnostic techniques, treatments, and procedures (Joints)~~
- m. ~~Common abbreviations (Joints)~~

Unit VIII — The Nervous System

- a. ~~Anatomy and physiology~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Pathological conditions~~
- e. ~~Diagnostic techniques, treatments, and procedures~~
- f. ~~Common abbreviations~~

Unit IX — The Blood and Lymphatic Systems

- a. ~~Anatomy and physiology (Blood)~~
- b. ~~Vocabulary (Blood)~~
- c. ~~Word elements (Blood)~~
- d. ~~Pathological conditions (Blood)~~
- e. ~~Diagnostic techniques, treatments, and procedures (Blood)~~
- f. ~~Common abbreviations (Blood)~~
- g. ~~Anatomy and physiology (Lymphatic)~~
- h. ~~Vocabulary (Lymphatic)~~
- i. ~~Word elements (Lymphatic)~~
- j. ~~Pathological conditions (Lymphatic)~~
- k. ~~Diagnostic techniques, treatments, and procedures (Lymphatic)~~
- l. ~~Common abbreviations (Lymphatic)~~

Unit X — The Cardiovascular System

- a. ~~Anatomy and physiology~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Common signs and symptoms~~
- e. ~~Pathological conditions~~
- f. ~~Diagnostic techniques, treatments, and procedures~~
- g. ~~Common abbreviations~~

Unit XI — The Respiratory System

- a. ~~Anatomy and physiology~~
- b. ~~Physical examination~~
- c. ~~Vocabulary~~
- d. ~~Word elements~~
- e. ~~Common signs and symptoms~~
- f. ~~Pathological conditions~~
- g. ~~Diagnostic techniques, treatments, and procedures~~
- h. ~~Common abbreviations~~

Unit XII — The Digestive System

- a. ~~Anatomy and physiology~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Common signs and symptoms~~
- e. ~~Pathological conditions~~



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- ~~f. Diagnostic techniques, treatments, and procedures~~
- ~~g. Common abbreviations~~

Unit XIII—The Endocrine System

- ~~a. Anatomy and physiology~~
- ~~b. Vocabulary~~
- ~~c. Word elements~~
- ~~d. Pathological conditions~~
- ~~e. Diagnostic techniques, treatments, and procedures~~
- ~~f. Common abbreviations~~

Unit XIV—The Special Senses

- ~~a. Anatomy and physiology (Eye)~~
- ~~b. The process of vision~~
- ~~c. Vocabulary (Eye)~~
- ~~d. Word elements (Eye)~~
- ~~e. Pathological conditions (Eye)~~
- ~~f. Diagnostic techniques, treatments, and procedures (Eye)~~
- ~~g. Common abbreviations (Eye)~~
- ~~h. Anatomy and physiology (Ear)~~
- ~~i. The process of hearing~~
- ~~j. Vocabulary (Ear)~~
- ~~k. Word elements (Ear)~~
- ~~l. Pathological conditions (Ear)~~
- ~~m. Diagnostic techniques, treatments, and procedures (Ear)~~
- ~~n. Common abbreviations (Ear)~~

Unit XV—The Urinary System

- ~~a. Anatomy and physiology~~
- ~~b. Vocabulary~~
- ~~c. Word elements~~
- ~~d. Characteristics of urine~~
- ~~e. Common signs and symptoms~~
- ~~f. Pathological conditions~~
- ~~g. Treatment of renal failure~~
- ~~h. Diagnostic techniques, treatments, and procedures~~
- ~~i. Urine specimen collections~~
- ~~j. Common abbreviations~~

Unit XVI—The Male Reproductive System

- ~~a. Anatomy and physiology~~
- ~~b. Vocabulary~~
- ~~c. Word elements~~
- ~~d. Pathological conditions~~
- ~~e. Male and female sexually transmitted diseases~~
- ~~f. Diagnostic techniques, treatments, and procedures~~
- ~~g. Common abbreviations~~

Unit XVII—The Female Reproductive System

- ~~a. Anatomy and physiology~~
- ~~b. Puberty and the menstrual cycle~~



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- e. ~~Vocabulary~~
- d. ~~Word elements~~
- e. ~~Common signs and symptoms~~
- f. ~~Family planning~~
- g. ~~Pathological conditions~~
- h. ~~Diagnostic techniques, treatments, and procedures~~
- i. ~~Sexually transmitted diseases (male and female)~~
- j. ~~Common abbreviations~~

Unit I – Introduction to Medical Language

1. Purpose of medical language
2. Origin of medical language
3. Principles of medical language
4. Pronunciation of medical terminology
5. Identify word parts used to build medical language
6. Summarize how to put medical terms together
7. Describe how medical terms are translated

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Unit II – Introduction of Health Records

1. The SOAP method
2. Common terms in medicine
3. Types of health records
4. Abbreviations
5. Electronic health records

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Unit III – The Integumentary System - Dermatology

1. Word parts of the integumentary system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations of the integumentary system
7. Electronic health records

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Unit IV – The Musculoskeletal System - Orthopedics

1. Word parts of the musculoskeletal system
2. Patient history problems complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations of the musculoskeletal system
7. Electronic health records

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Unit V – The Nervous System – Neurology and Psychiatry

1. Word parts of the nervous system
2. Patient history problems complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations

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7. Electronic health records

Unit VI – The Sensory System – Ophthalmology and Otolaryngology

1. Word parts of the sensory system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Unit VII – The Endocrine System – Endocrinology

1. Word parts of the Endocrine System
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Unit VIII – The Blood and Lymphatic Systems – Hematology and Immunology

1. Word parts associated with the hematological/immunological systems
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Unit IX – The Cardiovascular System – Cardiology

1. Word parts of the cardiovascular system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Unit X – The Respiratory System – Pulmonology

1. Word parts of the respiratory system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Unit XI – The Gastrointestinal System – Gastroenterology

1. Word parts of the gastrointestinal system
2. Patient history, problems, complaints
3. Observation and discovery

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4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit XII – The Urinary and Male Reproductive Systems – Urology

1. Word parts of the urinary system
2. Word parts of the male reproductive system
3. Patient history, problems, complaints
4. Observation and discovery
5. Diagnosis and pathology
6. Treatments and therapies
7. Abbreviations
8. Electronic health records

Unit XIII – The Female Reproductive System – Gynecology, Obstetrics, and Neonatology

1. Word parts of the female reproductive system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

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Learning Activities Required Outside of Class:

The students will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing assigned reading,
4. Completing written work, and
5. Practicing newly acquired language skills in [an](#) online interactive program, Medical Terminology Interactive.

Methods of Instruction:

1. Lectures,
2. Mediated learning,
3. ~~Directed classroom discussions,~~
4. ~~Medical case histories and information from the current medical literature when relevant, and~~
5. Outside reading and homework.
6. [Application-based activities](#)

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Methods of Evaluation:

1. Tests and quizzes
2. Homework assignments



3. Research assignments
4. Practical skills test

Supplemental Data Table

TOP Code:	0514.20
SAM Priority Code:	D – Possibly Occupational
Distance Education:	Yes
Funding Agency:	N/A
Program Status:	
Noncredit Category:	N/A Credit course
Special Class Status:	Course is not a special class
Basic Skills Status:	Not a basic skills course
Prior to College Level:	N/A
Cooperative Work Experience:	Not a cooperative work experience course
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
Taft College General Education:	Not a general education course
Discipline	Health or Health Care Ancillaries

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Date reviewed: spring ~~2014~~

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2025

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Textbook update: ~~Fall 2019~~ **Fall 2025**

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C&GE approved: ~~May 12, 2014~~

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Board approved: ~~June 11, 2014~~

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Health Education (HLED) 1543 Medical Terminology for Court Reporting (2 Units) CSU

Advisory: Successful completion of English 1500, C1000, 1501, C1000E, or 1502. strongly recommended

Total Hours: 32 hours lecture, 64 Outside of Class hours (96 Outside of Class hours)

Catalog Description: This medical terminology course is designed to facilitate the learning process of building a medical vocabulary for the clinical setting. The course includes the use of an online tool which that provides a virtual hospital setting in which the student can practice newly learned medical information and terminology.

Type of Class/Degree: Degree/Credit

Representative Textbooks ~~Text: Jones, Betty Davis. Comprehensive Medical Terminology, 5th ed. Clifton Park: Delmar—Cengage, 2015.~~

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Jones, S. Acquiring Medical Language, 3rd ed. Pearson 2023 (eBook)

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Jones, Steven L., and Andrew Cavanagh. Loose Leaf for Acquiring Medical Language. 3rd ed., Graw-Hill, 2022.

Additional Resources (recommended):

• ~~Medical Terminology Interactive online program~~

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• ~~Elsevier. Mosby's Pocket Dictionary of Medicine: Nursing & Health Professions. St. Louis: Elsevier, 2010. Print~~

• McGraw-Hill Medical Terminology Audio Glossary

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• Tabers Cyclopedic Medical Dictionary (Print Version), 25th ed. F.A. Davis, 2025

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<u>HLED 1541 Medical Terminology – Student Learning Outcomes (SLO's)</u>
<u>1. Learn to interpret, transcribe, speak, and write complex medical terms as determined by content tests.</u>
<u>4. Use a given word/term in a written sentence demonstrating an understanding of the meaning of the given word/term.</u>
<u>5. Pronounce terminology correctly as assessed by online feedback.</u>

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Course Level Student Learning Outcomes (SLO's)

1. Learn to interpret, transcribe, speak, and write complex medical terms as determined by content tests.

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2. Use a given word/term in a written sentence demonstrating an understanding of the meaning of the given word/term.

3. Pronounce terminology correctly as assessed by online feedback.

1. Learn to interpret, transcribe, speak, and write complex medical terms as determined by content tests.

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2. Distinguish the meaning, divide into suffix, prefix, and stem when given a medical term as determined by content tests.

3. Select a meaning synonym when given a medical term.

4. Use a given word/term in a written sentence demonstrating an understanding of the meaning of the given word/term.

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5. Pronounce terminology correctly as assessed by online feedback.

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Course Objectives:

By the end of the course, a successful student will be able to:

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1. Identify and use word roots, prefixes, and suffixes to build medical terms
2. Identify the function of combining vowels in the construction of medical terms
3. Breakdown and define common medical terms used for symptoms, diseases, disorders, procedures, treatments, and devices associated with each body system and specialty areas.
 - a. Word Building Rules
 - b. Prefixes
 - c. Suffixes

- d. ~~Obstetrics~~
- e. ~~Child Health~~
- f. ~~Radiology and Diagnostic Imaging~~
- g. ~~Oncology~~
- h. ~~Pharmacology~~
- i. ~~Mental Health~~
- j. ~~Gerontology~~

4. ~~Pronounce and spell common medical term associated with different aspects of the clinical setting~~

By the end of the course, a successful student will be able to:

1. Identify and use word roots, prefixes, and suffixes to build medical terms.
2. Identify the function of combining vowels in the construction of medical terms.
3. Identify the building blocks, organ systems, and cavities of the body.
4. Identify anatomical planes, regions, and directional terms used to describe areas of the body.
5. Breakdown and define medical terms associated with anatomy and physiology of the body, and
6. Breakdown and define common medical terms used for symptoms, diseases, disorders, procedures, treatments, and devices associated with each body system and specialty areas.
 - a. Word Building Rules
 - b. Prefixes
 - c. Suffixes
 - d. Whole Body Terminology
 - e. Integumentary System
 - f. Skeletal System
 - g. Muscles and Joints
 - h. Nervous System
 - i. Blood and Lymphatic System
 - j. Cardiovascular System
 - k. Respiratory System
 - l. Digestive System
 - m. Endocrine System
 - n. Special Senses: eyes and ears
 - o. Urinary System
 - p. Male Reproductive System
 - q. Female Reproductive System

Course Scope and Content:

Unit I — Word Building Rules

- a. ~~The word parts, combining forms, and word building rules~~
- b. ~~Word structure~~
- c. ~~Guidelines for use of possessive forms~~

Unit II — Prefixes

- a. ~~Numbers~~

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- b. ~~Measurement~~
- e. ~~Position and/or direction~~
- d. ~~Color~~
- e. ~~Negatives~~
- f. ~~Common prefixes~~

Unit III — ~~Suffixes~~

- a. ~~Noun suffixes~~
- b. ~~Plural words~~
- e. ~~Adjective suffixes~~
- d. ~~Specialties and specialists~~
- e. ~~Instruments, surgical and diagnostic procedures~~
- f. ~~Common suffixes~~

Unit IV — ~~Obstetrics~~

- a. ~~Pregnancy~~
- b. ~~Physiological changes during pregnancy~~
- e. ~~Calculation of date of birth~~
- d. ~~Vocabulary~~
- e. ~~Word elements~~
- f. ~~Discomforts of pregnancy~~
- g. ~~Complications of pregnancy~~
- h. ~~Signs and symptoms of labor~~
- i. ~~Diagnostic techniques, treatments, and procedures~~
- j. ~~Common abbreviations~~

Unit V — ~~Child Health~~

- a. ~~Growth and development~~
- b. ~~Growth and development principles~~
- e. ~~Vocabulary~~
- d. ~~Word elements~~
- e. ~~Immunizations~~
- f. ~~Communicable diseases~~
- g. ~~Pathological conditions~~
- h. ~~Diagnostic techniques, treatments, and procedures~~
- i. ~~Common abbreviations~~

Unit VI — ~~Radiology and Diagnostic Imaging~~

- a. ~~Radiology and diagnostic imaging procedures and techniques~~
- b. ~~Vocabulary~~
- e. ~~Word elements~~
- d. ~~Common abbreviations~~

Unit VII—Oncology (Cancer Medicine)

- a. ~~Cancer terms~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Benign versus malignant tumors~~
- e. ~~Classification of neoplasms~~
- f. ~~Risk factors~~
- g. ~~Warning signs of cancer~~
- h. ~~Specific types of cancer~~
- i. ~~Treatment techniques and procedures~~
- j. ~~Common abbreviations~~

Unit VIII—Pharmacology

- a. ~~Drug laws~~
- b. ~~Drug standards~~
- c. ~~Drug references~~
- d. ~~Vocabulary~~
- e. ~~Word elements~~
- f. ~~Drug sources~~
- g. ~~Drug names~~
- h. ~~Drug actions/interactions~~
- i. ~~Routes of administration for medications~~
- j. ~~Drug classification~~
- k. ~~Common charting abbreviations~~
- l. ~~Examples of error-prone abbreviations~~

Unit IX—Mental Health

- a. ~~Defense mechanisms~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Mental disorders~~
- e. ~~Treatments and therapies~~
- f. ~~Personality and intelligence tests~~
- g. ~~Common abbreviations~~

Unit X—Gerontology

- a. ~~Assessing the older adult~~
- b. ~~Vocabulary~~
- c. ~~Word elements~~
- d. ~~Pathological conditions and changes in the older adult~~
- e. ~~Diagnostic techniques, treatments, and procedures~~
- f. ~~Common abbreviations~~

Unit I – Introduction to Medical Language

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1. Purpose of medical language
2. Origin of medical language
3. Principles of medical language
4. Pronunciation of medical terminology
5. Identify word parts used to build medical language
6. Summarize how to put medical terms together
7. Describe how medical terms are translated

Unit II – Introduction of Health Records

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1. The SOAP method
2. Common terms in medicine
3. Types of health records
4. Abbreviations
5. Electronic health records

Unit III – The Integumentary System - Dermatology

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1. Word parts of the integumentary system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations of the integumentary system
7. Electronic health records

Unit IV – The Musculoskeletal System - Orthopedics

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1. Word parts of the musculoskeletal system
2. Patient history problems complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations of the musculoskeletal system
7. Electronic health records

Unit V – The Nervous System – Neurology and Psychiatry

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1. Word parts of the nervous system
2. Patient history problems complaints

3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit VI – The Sensory System – Ophthalmology and Otolaryngology

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1. Word parts of the sensory system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit VII – The Endocrine System – Endocrinology

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1. Word parts of the Endocrine System
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit VIII – The Blood and Lymphatic Systems – Hematology and Immunology

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1. Word parts associated with the hematological/immunological systems
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit IX – The Cardiovascular System – Cardiology

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1. Word parts of the cardiovascular system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies

6. Abbreviations
7. Electronic health records

Unit X – The Respiratory System – Pulmonology

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1. Word parts of the respiratory system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit XI – The Gastrointestinal System – Gastroenterology

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1. Word parts of the gastrointestinal system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records

Unit XII – The Urinary and Male Reproductive Systems – Urology

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1. Word parts of the urinary system
2. Word parts of the male reproductive system
3. Patient history, problems, complaints
4. Observation and discovery
5. Diagnosis and pathology
6. Treatments and therapies
7. Abbreviations
8. Electronic health records

Unit XIII – The Female Reproductive System – Gynecology, obstetrics, and Neonatology

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1. Word parts of the female reproductive system
2. Patient history, problems, complaints
3. Observation and discovery
4. Diagnosis and pathology
5. Treatments and therapies
6. Abbreviations
7. Electronic health records



Learning Activities Required Outside the Class:

Students in this course will spend a minimum of 6 hours per week outside the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing [the](#) assigned reading
4. Completing assigned written work
- ~~5.~~ Practicing newly acquired language skills in online interactive program, Medical Terminology
- ~~5.~~ Interactive

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Methods of Instruction:

1. Lectures
- ~~2.~~ ~~Class discussions~~
- ~~3.~~ Mediated learning
- ~~4.~~ Outside reading and homework
- ~~3-5.~~ Application based activities

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Methods of Evaluation:

1. Tests and quizzes
2. Homework assignments
3. Research assignments
4. Practical skills test

Supplemental Data Table

TOP Code:	<u>0514.30</u>
SAM Priority Code:	<u>C – Clearly Occupational</u>
Distance Education:	<u>Yes</u>

<u>Funding Agency:</u>	<u>N/A</u>
<u>Program Status:</u>	<u>Program applicable</u>
<u>Noncredit Category:</u>	<u>Not applicable, credit course</u>
<u>Special Class Status:</u>	<u>Not a special class</u>
<u>Basic Skills Status:</u>	<u>Not a basic skills course</u>
<u>Prior to College Level:</u>	<u>Not applicable</u>
<u>Cooperative Work Experience:</u>	<u>Not a part of cooperative work experience education program</u>
<u>Eligible for Credit by Exam:</u>	<u>Yes</u>
<u>Eligible for Pass/No Pass:</u>	<u>Yes</u>
<u>Taft College General Education:</u>	<u>Not a general education course</u>
<u>Discipline</u>	<u>Health or Health Care Ancillaries</u>

To: Greg Bormann VP of Instruction
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Bill Devine, Chair, English Language Arts

Division: Choose an item.

Date: 9/5/2025

Re: Update Engl 1600 COR to C1003

Type of Curriculum Change:

- ☐ New Course* ☐ Substantial Course Change*
- ☒ Nonsubstantial Course Change* ☐ Course Inactivation

For Course Changes, why is this course being updated?

- ☒ For C-ID
- ☐ As part of the 5 year review cycle
- ☐ Other (please explain): _____

Courses need review for SLOs and DLE applications before coming to Tech Review. CSLO and GELO need to be included in the Course Outline of Record.

Date COR went to SLO Committee _____

Date COR went to Distance Learning Education Committee _____

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

[Click here to enter text.](#)

Programs Affected/Stand Alone:

Please list all degrees and certificates affected. The division will need to submit the degrees where the CORs is part of the degree.

English Language Arts; General Education

☐ **Addition to Taft College General Education:**

☐ Natural Science

☐ Social & Behavioral Science

☐ English Composition

☐ Humanities

☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

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Reviewed by: G. Dyer
Reviewed by: K. Carlson
Reviewed by: D. Kerr
Reviewed by: C. Chung-Wee
Reviewed by: B. Devine
~~Reviewed by: S. Wallace~~

Novel &/or Text update: Spring 2025
Date Reviewed: ~~Spring 2020~~ Fall 2025
C & G Ed approval: February 21, 2020
Board approval: ~~March 11, 2020~~

English (ENGL) ~~1600 Critical Thinking, Literature, and Composition (4 Units)~~ **C1003 Critical Thinking and Writing through Literature** CSU: UC
[formerly English 1B]

Prerequisite: Successful completion ~~in English 1500~~ of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, or ENGL 1502,
Prerequisite knowledge/skills: ~~Before entering the course the student should be able to:~~

- ~~1. write good expository prose,~~
- ~~2. read good prose intelligently,~~
- ~~3. demonstrate techniques in library research and in writing a term paper,~~
- ~~4. show competency in writing within the four modes of discourse: narration, description, exposition,~~
~~persuasion,~~
- ~~5. demonstrate a vocabulary enriched by several hundred new words,~~
- ~~6. exhibit an understanding of connotation and denotation of meaning in context,~~
- ~~7. demonstrate understanding of grammar and mechanics.~~

Catalog Description: ~~This course focuses on critical thinking and composition through reading of essays, poetry, drama, and fiction. It introduces critical evaluation, develops techniques of analytical, critical and argumentative writing, explores inference, evidence, inductive and deductive reasoning, identification of assumptions, underlying conclusions and other terms of logical thinking, and continues expository writing (8,000 word minimum).~~ C-ID: ENGL 105, ENGL 110, ENGL 120 **In this course, students receive instruction in analytical, critical, and argumentative writing. Students develop critical thinking, close reading and literary analysis skills, research strategies, information literacy, and knowledge of accurate documentation through the study of diverse literary works from a variety of literary genres, developing an appreciation for literature. C-ID: ENGL 105, ENGL 110, ENGL 120**

Hours and Unit Calculations:

64 hours lecture. 128 Outside of class hours. (192 Total Students Learning Hours) 4 Units

Type of Class/Course: Degree Credit

Representative Texts, Manuals, OER, and Other Support Materials:

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Sample Textbooks, Manuals, or Other Support Materials (most recent edition):

- Texts containing culturally diverse college-level fiction, poetry, drama texts.
- A college-level handbook on writing about literature and documentation.
- A writing handbook must be included.

List of possible textbooks, not comprehensive or exclusive:

- Schilb, John, and John Clifford. *Making Arguments about Literature*. Boston: Bedford/St. Martin's, 4th edition, 2024.
- James, Missy, and Alan P. Merickel. *Reading Literature and Writing Argument*. New York: Longman, 7th edition, 2021.
- Morgan, Meg, et al. *Strategies for Reading and Arguing About Literature*. Longman.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Writing, Thinking*. Boston: Bedford/St. Martin's.
- Barnet, Sylvan, et al. *An Introduction to Literature*. New York: Longman.

Representative Writing Handbook:

- Gardner, Janet E. *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.
- Bullock, Richard, et al. *The Little Seagull Handbook*, 5th edition. W.W. Norton & Company. 2024.
- Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall.

Texts used by individual institutions and even individual sections will vary.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Where possible, it is recommended that OER options be noted

~~Other approved textbooks, full-length novels or other separately published works are listed below:~~

~~Texts:~~

List of Sample Textbooks, Manuals, or Other Support Materials:

Bennett, Tonya Long. *Writing and Literature: compositions such as Inquiry, Learning, Thinking, and Communication*. University of North Georgia. 2017.

Carlson, Kamala, and Jessica Grimes. *Grammar Cards: Supersonic Writing Tips*. Carlson and Grimes, 2019.

Greenblatt, Stephen, M.H. Abrams, et al. *The Norton Anthology of English Literature, The Major Authors*. 9th ed. Norton & Company, 2013.

Tyson, Lois. *CRITICAL THEORY TODAY: A User-Friendly Guide*. 4th ed. Routledge, 2023.

Zweig et al. *Literature: Introduction to Reading and Writing*. AP Edition. 2nd ed. Longman, 2012.

(This is a critical writing and thinking reader which includes ethnically/culturally diverse readings and has exercises and applications that develop abilities to analyze, argue, reason effectively, and identify assumptions on which conclusions depend.)

Guerin, Wilfred, Earle Labor, Lee Morgan, Jeanne Reesman, and John Willingham. *Handbook of Critical Approaches to Literature*. 6th Ed. New York: Oxford University Press, 2010.

Huxley, Aldous. *Brave New World*. Harper Perennial, 2006.

Paul, Richard, and Linda Elder. *The Thinker's Guide to Fallacies: The Art of Mental Trickery and Manipulation*. Tomales, CA: Foundation for Critical Thinking, 2012.

The Thinker's Guide to Fallacies: <https://thebestschools.org/magazine/15-logical-fallacies-know/>

Additional Required Materials: At least one literary text from the following list:

Alighieri, Dante, and John Ciardi. *The Inferno*. Signet Books, 2001.

Dostoevsky, Fyodor. *Crime and Punishment*. The Russian Messenger, 1866.

Helaway, Sheikha. *They Fell Like Stars From the Sky & Other Stories*. Neem Tree Press Limited, 2023.

Kesey, Ken. *One Flew over the Cuckoo's Nest*. New York: Signet, 1963.

Shakespeare, William. *Hamlet*. New York: Washington Square Press, 1992.

---. *Much Ado about Nothing*. Open Source Shakespeare, 2019.

Shelley, Mary. *Frankenstein*. New York: Bantam Classics, 2003

Twain, Mark. *Huckleberry Finn*. Bedford, MA: St. Martin's, 2007.

Voltaire. *Candide*. Penguin Classics, 2005.

Walker, Alice. *The Color Purple*. Orlando, FL: Houghton Mifflin, 1982.

The Color Purple: <https://s3.amazonaws.com/scschoollfiles/112/the-color-purple-alice-walker.pdf>

Course Objectives/Outcomes

Part 1 (Identical and Required):

At the conclusion of this course, the student should be able to (Identical and Required):

- 1. Critically read, analyze, compare, and evaluate diverse complex literary texts.**
- 2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.**
- 3. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and literary analysis, supporting them with a variety of appropriate textual evidence and examples.**
- 4. Identify a text's premise(s) and/or assumptions in various social, historical, cultural, psychological, or aesthetic contexts.**
- 5. Analyze and employ logical and structural methods such as inductive and deductive reasoning, causation, and supporting claims with reasons, evidence, and responding to diverse perspectives and values.**
- 6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism.**
- 7. Draft and revise writing for style, diction, and tone showing awareness of audience and social context, and the purpose of the specific writing task; engage in a revision process so that language use does not impede clarity or disrupt meaning.**
- 8. Identify key elements of major genres (including poetry, drama, fiction) in order to analyze**

and interpret texts.

9. Define common literary terms and apply these to analysis of specific texts.

By the end of the course, successful students will be able to:

1. ~~demonstrate critical thinking skills~~
 - a. ~~Use inductive reasoning to support a thesis with cogent textual analysis~~
 - b. ~~Identify and avoid logical fallacies~~

2. ~~read analytically so that they can:~~
 - a. ~~evaluate college level material from a variety of sources;~~
 - b. ~~analyze critically and interpret and explain connotations, denotations, implications~~
 - c. ~~identify the major literary genres;~~
 - d. ~~identify, interpret, and evaluate components of literary content such as themes, figurative language, symbolism, characterization, and narrative;~~
 - e. ~~identify and evaluate components of literary form, such as structures of narrative, poetic forms, use of dialog, and set directions;~~
 - f. ~~contrast interpretations of the same literary text through different critical lenses or from different critical approaches;~~
 - g. ~~find, evaluate and use outside sources including professional criticism to develop their own writing, and~~

3. ~~write essays in which they:~~
 - a. ~~use a clear thesis, good organization, and logical support;~~
 - b. ~~develop an argument using persuasion, deductive and inductive reasoning, draw inferences, and make conclusions;~~
 - c. ~~use developing and supporting details, examples, data and evidence, and substantiate their interpretations with specific evidence from text;~~
 - d. ~~analyze, comment on, and relate evidence to claims;~~
 - e. ~~use outside sources, carefully researched and correctly documented;~~
 - f. ~~improve and correct logic, style and mechanics of their writing, and~~
 - g. ~~revise content after considering instructor's and peers' written comments.~~

Course Level Learning Outcomes

ENGL1600 Crit Think, Lit, & Composition - Student Learning Outcomes (SLO's)
1. Support original interpretations of literary works.
2. Apply cultural and historical context to a text in order to illuminate its significance.
3. Evaluate and synthesize credible secondary sources into an essay.

Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

Oral Communications & Analytical Thinking Local General Education Learning Outcomes

1. Demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems and make decisions; information management and computer literacy.

~~Course Scope and Content:~~

~~Course Content:~~

~~Required Topics:~~

- ~~Writing and active reading skills for logical reasoning and argumentation.~~
- ~~A minimum of 3 literary genres, including poetry, drama, and fiction (novel and/or short story) from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds.~~
- ~~Critical approaches to literature and effective use of literary terms and devices.~~
- ~~Explication, interpretation, and literary analysis.~~
- ~~Writing critically about literature.~~
- ~~Minimum 5,000 words of revised formal writing.~~

~~Unit I — Critical Thinking~~

- ~~a. Inductive reasoning~~
- ~~b. Interpretation~~
- ~~c. Formal Analysis~~
- ~~d. Evidence~~
- ~~e. Logical fallacies~~

~~Unit II — Literature~~

- ~~a. Interpret and analyze literature from multiple genres and from diverse cultures and time periods.~~
- ~~b. Use primary and secondary sources to identify text's historical and cultural context.~~
- ~~c. Respond to scholarly criticism of primary texts.~~
- ~~d. Apply critical approaches such as feminism, formalism, deconstructionism, structuralism, or others to literary texts.~~

~~Unit III — Writing~~

- ~~a. Write about the four genres using the elements of fiction~~
- ~~b. Analyze pieces of literature using interpretation, analysis, comparison-contrast, synthesis, causes and results, and evaluation.~~
- ~~c. Use criticism in writing~~
- ~~d. Summarize pieces of literature and criticism~~

Examples of Assignments:

1. Critical Thinking: All assignments fulfill the critical thinking focus.
2. Reading: See Course Content
3. Writing: 8,000 to 10,000 words

- a. precis
 - b. of fallacies associated with inductive and deductive reasoning
 - c. argumentative essays
 - d. analysis of literature in various genres
 - e. A research paper
4. Oral: In two presentations students will:
 - a. show understanding of secondary sources and ability to synthesize secondary materials and present them to classmates coherently, and
 - b. work with a panel/group of other students to critically evaluate a current work of literature.

Methods of Evaluation:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include primarily written assignments and a minimum of 5,000 words of revised formal writing.

Formal writing (including essays) that receives instructor feedback and that goes through a revision process.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Other evaluation methods may include assignments such as essay exams, quizzes, projects, presentations, and portfolios.

~~Students will be evaluated on critical thinking, writing and reading as demonstrated in class (group discussions, oral presentations, in-class writings and quizzes) in essay assignments in a variety of formats including expository, persuasive, comparison/contrast, and analytical, and on a 10-page research paper. The primary method of evaluation will be through writing assignments graded on critical reasoning, observational skills, logic, sufficient and sound supporting argumentation based on knowledge of deductive and inductive reasoning and the formal and informal fallacies associated with them. Students must show continued progressive improvement in developing writing skills. Word total is 8,000 to 10,000.~~

Examples of Instructional Methodology: ~~Methods of Instruction:~~

1. Close critical reading of assigned and self-selected literature
2. Lectures on critical thinking, backgrounds of works studied, use of language and rhetoric
3. Class and small group discussions of critical thinking in literature; of ideas for essays; of writing assignments
4. Group and individual panels and presentations
5. Writing and rewriting of essays (short themes, research papers, and longer critical analyses of work read; word total 8,000 to 10,000) under close supervision of instructor. Participation in teacher and group feedback at all stages of writing process, from conception, theme statement, presenting of evidence, and peer readings and responses
6. Films and records

Methods to Achieve Critical Thinking:

1. formulate and express judgments based on ideas from readings, discussion and personal experience
2. explain and support theses with relevant information
3. evaluate and re-evaluate soundness of judgments based on information and on other points of view

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online, Offline
Funding Agency:	Y: Not Applicable (funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSA3: CSU Area A3 CSC2: CSU Area C2 IG1B: IGETC Area 1B LEC: Local GE English Comp LHUM: Local GE Humanities
Discipline	English

MEMO

To: Vice President of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 4/24/2025

Re: Speech-Language Pathology Aide Certificate of Achievement

Program Title: _ Speech-Language Pathology Aide Certificate of Achievement _____

Type of Curriculum Change:

☒ New Program ☐ Substantial Program Change* ☐ Nonsubstantial Program Change*

**For Program inactivations, please follow [Administrative Procedure 4021](#)*

I have reviewed the Program Review prior to updating this program:

☐ Yes ☒ No

Justification for Request:

Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

We are looking to create a new CTE certificate for a Speech-Language Pathology Aide. A speech-language pathologist aide (SLP) Aide is qualified to assist the SLP department of a school, clinic, or medical center with auxiliary duties associated with serving individuals with communication disorders. Common job responsibilities include: clerical work, materials preparation, device maintenance, and aid SLPs during therapy sessions. A SLP aide is not permitted to conduct therapy sessions independently of a SLP, and must have a supervising SLP, who records their supervision of the aide to the California SLPAHAD licensing board.

*Program SLOs are required

Speech-Language Pathology Aide Certificate of Achievement Narrative

Item 1. Program Goals and Objectives

Program Objectives:

The objective of the Speech-Language Pathology Assistant (SLPA) Program is to prepare future SLPAs to meet the needs of diverse populations in a variety of therapeutic environments. The Speech-Language Pathology Aide Certificate of Achievement is the first step for students who aspire to become SLPAs.

A speech-language pathologist aide (SLP) Aide is qualified to assist the SLP department of a school, clinic, or medical center with auxiliary duties associated with serving individuals with communication disorders. Common job responsibilities include: clerical work, materials preparation, device maintenance, and aid SLPs during therapy sessions. A SLP aide is not permitted to conduct therapy sessions independently of a SLP, and must have a supervising SLP, who records their supervision of the aide to the California SLPAHAD licensing board.

Program Goals:

Taft College is committed to:

- Hire the most qualified and dedicated faculty
- Prepare students for careers as a Speech-Language Pathology Aides and Assistants
- Monitor and evaluate curricula to ensure that our program is set to rigorous standards and is aligned with the changing and current industry requirements.
- Provide support, guidance, and structure necessary to complete of his/her program
- Developing, nurturing, and supporting partnerships with our educational, business, and industry colleagues

Program Learning Outcomes

- Demonstrate a fundamental knowledge of normal and disordered communication, etiologies, and implications on development and quality of life
- Understand types of advocacy for communication disorders across the lifespan
- Knowledge and appropriate use of professional language used in the screening, assessment, and intervention of individuals with communication disorders
- Understand and explain ethical behavior relative to the profession based on the SLPA Code of Ethics as outlined by the American Speech-Language-Hearing Association (ASHA)
- Apply knowledge of communication disorders to describe causes and characteristics of a given a client profile
- Analyses of speech and language samples to determine presence or absence of specific speech and language skills

Target Audience:

- Students interested in a career as a Speech-Language Pathologist Aide and/or Speech-Language Pathology Assistant.

Item 2. Catalog Description

A Speech-Language Pathology Aide assists in the operations of a speech-language department through clerical tasks, therapy materials preparation, and maintenance of equipment. They interact with clients under direct supervision by a state-licensed Speech-Language Pathologist and do not conduct therapy sessions independently. This is an entry level position that typically offers minimum wage for compensation. Speech-Language Pathology Aides are hired in school districts, clinics, and medical settings. This position is monitored by the state licensing board and requires a qualified SLP supervisor.

Item 3. Program Requirements

Speech-Language Pathology Aide Certificate of Achievement

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (20 units)	ASL 1500	American Sign Language I	4	Yr 1, Spring
	ECEF 1571	Child Study and Assessment	3	Yr 2, Spring
	ECEF 1611	Introduction to Children with Special Needs Birth to Age Eight	3	Yr 2, Fall
	OR		OR	OR
	ECEF 1612	Curriculum and Intervention for Children with Special Needs	3	Yr 2, Spring
	PSYC 2003	Child Growth and Development	3	Yr 1, Fall
	SLP 1400	Introduction to Speech and Language Pathology	1	Yr 1, Fall
	SLP 1500	Introduction to Communication Disorders	3	Yr 1, Spring
	SLP 1550	Speech and Language Development	3	Yr 2, Fall
TOTAL UNITS			20 units	

Proposed Sequence:

Year 1, Fall = 4 units

Year 1, Spring = 7 units

Year 2, Fall = 3-6 units

Year 2, Spring = 3-6 units

TOTAL UNITS: 20 units

Item 4. Master Planning

Taft College is committed to providing dynamic offerings in career technical education. Upon successful completion of the certificate, students could then begin work on the Associate in Science degree for Speech-Language Pathology Assistant. Then speech-language pathology assistants (SLPAs) can apply to the state for licensure. Once licensure is received, they can work as a SLPA under the supervision of a state licensed speech-language pathologist. SLPAs may work in a variety of settings, including schools, clinics, and home health. Job duties include providing therapy for individuals with communication disorders, conducting screenings, preparing and maintaining therapy materials/devices, and performing clerical duties.

Item 5. Enrollment and Completer Projections

- the number of sections of core courses to be offered annually = 15
- the headcount student annual enrollment = 15
- the number of estimated program completers per year at the end of the first year of program operation = 5
- the number of estimated program completers per year at the end of the third year of program operation = 15

Item 6. Place of Program in Curriculum/Similar Programs

There is no existing program inventory in the CCC Curriculum Inventory offered by the college.

Item 7. Similar Programs at Other Colleges in Service Area

There is no existing program offered by other colleges in the service area.

MEMO

To: Vice President of Instruction
Vicki Jacobi, Curriculum Co-Chair

From: Adam Bledsoe

Division: Business, Arts and Humanities

Date: 5/21/2025

Re: Associate in Science Speech-Language Pathology
Assistant

Program Title: _ Associate in Science Speech-Language Pathology Assistant _____

Type of Curriculum Change:

☒ New Program ☐ Substantial Program Change* ☐ Nonsubstantial Program Change*

**For Program inactivations, please follow [Administrative Procedure 4021](#)*

I have reviewed the Program Review prior to updating this program:

☐ Yes ☒ No

Justification for Request:

Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

The objective of the Speech-Language Pathology Assistant (SLPA) Program is to prepare future SLPAs to meet the needs of diverse populations in a variety of therapeutic environments. Students may complete the Speech-Language Pathology Aide Certificate of Achievement is the first step for students who aspire to become SLPAs. Students could then complete the Associate in Science degree for Speech-Language Pathology Assistant.

Associate in Science Speech-Language Pathology Assistant Narrative

Item 1. Program Goals and Objectives

Program Objectives:

The objective of the Speech-Language Pathology Assistant (SLPA) Program is to prepare future SLPAs to meet the needs of diverse populations in a variety of therapeutic environments. Students may complete the Speech-Language Pathology Aide Certificate of Achievement is the first step for students who aspire to become SLPAs. Students could then complete the Associate in Science degree for Speech-Language Pathology Assistant.

Program Goals:

Taft College is committed to:

- Hire the most qualified and dedicated faculty
- Prepare students for careers as a Speech-Language Pathology Aides and Assistants
- Monitor and evaluate curricula to ensure that our program is set to rigorous standards and is aligned with the changing and current industry requirements.
- Provide support, guidance, and structure necessary to complete his/her program
- Developing, nurturing, and supporting partnerships with our educational, business, and industry colleagues

Program Learning Outcomes

- Students distinguish between those skills that are within and that are beyond the Scope of Practice for a Speech-Language Pathology Assistant (SLPA) as identified by the California State Licensing Board and the American Speech-Language-Hearing Association.
- Students describe normal and disordered communication, etiologies, and their implications for physical and psychological development.
- Students gather data regularly during intervention to monitor the effectiveness of an intervention.
- Students implement the training protocol and treatment plans as directed by the supervising Speech-Language Pathologist (SLP).
- Students utilize evidence-based resources to learn more about a particular topic or disorder.
- Students develop accurate and legible client/patient records in accordance with SLP guidelines.
- Students explain the privacy and confidentiality laws regarding speech-language assessment and intervention.
- Students employ professional terminology correctly.
- Students adapt therapy materials and language based on the client's background and current level of functioning.
- Students analyze speech and language samples to determine presence or absence of specific speech and language skills.

Target Audience:

- Students interested in a career as a Speech-Language Pathologist Assistant.

Item 2. Catalog Description

A licensed Speech-Language Pathology Assistant is a skilled technical worker who performs speech and language therapy intervention under the direction of a Speech-Language Pathologist. Successful completion of the degree requirements leads to eligibility for state licensure as a Speech-Language Pathologist Assistant from the California Speech-Language Pathology, Audiology, and Hearing Aid Dispensers' Board. Licensed Speech-Language Pathology Assistants have the opportunity to apply for work settings such as: in-home health; public, non-public, and charter schools; and, medical settings such as rehabilitation centers and private clinics.

Item 3. Program Requirements

Associate in Science Speech-Language Pathology Assistant

Requirements	Dept. Name/#	Name	Units	Sequence
Required Core (45 units)	ASL 1500	American Sign Language I	4	Yr 1, Spring
	BIOL 2250	Human Anatomy	5	Yr 1, Fall
	ECEF 1571	Child Study and Assessment	3	Yr 1, Fall
	ECEF 1611	Introduction to Children with Special Needs Birth to Age Eight	3	Yr 1, Spring
	OR ECEF 1612	Curriculum and Intervention for Children with Special Needs	OR 3	OR Yr 1, Spring
	PSYC 2003	Child Growth and Development	3	Yr 1, Fall
	SLP 1400	Introduction to Speech and Language Pathology	1	Yr 1, Spring
	SLP 1500	Introduction to Communication Disorders	3	Yr 1, Spring
	SLP 1550	Speech and Language Development	3	Yr 2, Fall
	SLP 2400	Introduction to Phonetics	3	Yr 2, Fall
	SLP 2500	Childhood Disorders and Treatment	5	Yr 2, Fall

	SLP 2600	Introduction to Augmentative and Alternative Communication	3	Yr 2, Fall
	SLP 2700	Adult Disorders and Treatment	5	Yr 2, Spring
	SLP 2800	Fieldwork Experience	4	Yr 2, Spring
TOTAL UNITS			45 units	

Proposed Sequence:

Year 1, Fall = 11 units
Year 1, Spring = 11 units
Year 2, Fall = 14 units
Year 2, Spring = 9 units
TOTAL UNITS: 45 units

Item 4. Master Planning

Taft College is committed to providing dynamic offerings in career technical education. Upon successful completion of the certificate, students could then begin work on the Associate in Science degree for Speech-Language Pathology Assistant. Then speech-language pathology assistants (SLPAs) can apply to the state for licensure. Once licensure is received, they can work as a SLPA under the supervision of a state licensed speech-language pathologist. SLPAs may work in a variety of settings, including schools, clinics, and home health. Job duties include providing therapy for individuals with communication disorders, conducting screenings, preparing and maintaining therapy materials/devices, and performing clerical duties.

Item 5. Enrollment and Completer Projections

- the number of sections of core courses to be offered annually = 35
- the headcount student annual enrollment = 15
- the number of estimated program completers per year at the end of the first year of program operation = 5
- the number of estimated program completers per year at the end of the third year of program operation = 15

Item 6. Place of Program in Curriculum/Similar Programs

There is no existing program inventory in the CCC Curriculum Inventory offered by the college.

Item 7. Similar Programs at Other Colleges in Service Area

There is no existing program offered by other colleges in the service area.

Labor Market Analysis for Program Recommendation: 1220.00/Speech-Language Pathology and Audiology (Associate in Science for Transfer)

CVML Center of Excellence, October 2025



Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met ☒	Endorsed: Some LMI Criteria Met ☐	Not LMI Endorsed ☐
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Program LMI Endorsement Criteria

	Yes ☒	No ☐
Supply Gap:	Comments: There are projected to be 164 annual job openings throughout the SCV/SML subregion for <i>Healthcare Support Workers, All Other</i> , which is more than the 21 awards conferred by educational institutions in the SCV/SML subregion.	
	Yes ☒	No ☐
Living Wage: (Entry-Level, 25th):	Comments: <i>Healthcare Support Workers, All Other</i> have an entry-level hourly wage of \$20.45 above the SCV/SML living wage of \$16.08.	
	Yes ☒	No ☐
Education:	Comments: The typical entry-level education for <i>Healthcare Support Workers, All Other</i> is a high school diploma or equivalent. Additionally, 42% have completed some college or an associate degree as their highest level of education.	

Emerging Occupations(s)

Yes ☐	No ☒
Comments: N/A	

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following middle-skill occupation:

- Healthcare Support Workers, All Other (31-9099)

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *Healthcare Support Workers, All Other*. In addition to this occupation having an entry-level wage above the subregion's living wage, 42% of workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to all the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *Healthcare Support Workers, All Other*.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Healthcare Support Workers, All Other (31-9099)	NCV/NML: 91 SCV/SML: 164	NCV/NML: 33 SCV/SML: 21	NCV/NML: \$19.79 SCV/SML: \$20.45	High school diploma or equivalent	42%
Total	255	54	-	-	-

Demand:

- The number of jobs for *Healthcare Support Workers, All Other* is projected to increase 6% through 2029. There will be 164 annual job openings in the SCV/SML subregion.
- *Healthcare Support Workers, All Other* have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 362 online job postings for *Healthcare Support Workers, All Other* over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for *Healthcare Support Workers, All Other*.
- National-level educational attainment data indicates that 42% of *Healthcare Support Workers, All Other* have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 21 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, there were no non-community college institutions in the SCV/SML subregion that conferred awards in relevant programs.

Demand

Occupational Projections

Exhibit 2 shows the annual percent change in jobs for *Healthcare Support Workers, All Other* from 2019 through 2029. The SCV/SML subregion experienced the highest growth in 2021 at 21%, compared to the 2% growth across all CA occupations. Additionally, the SCV/SML subregion experienced an 11% growth in 2022 compared to the 5% growth across all CA occupations. From 2025 to 2029, growth is projected to remain steady (between 1% and 2%) in the SCV/SML subregion, similar to all occupations in California.

Exhibit 2: Annual Percent Change in Jobs for Healthcare Support Workers, All Other, 2019-2029

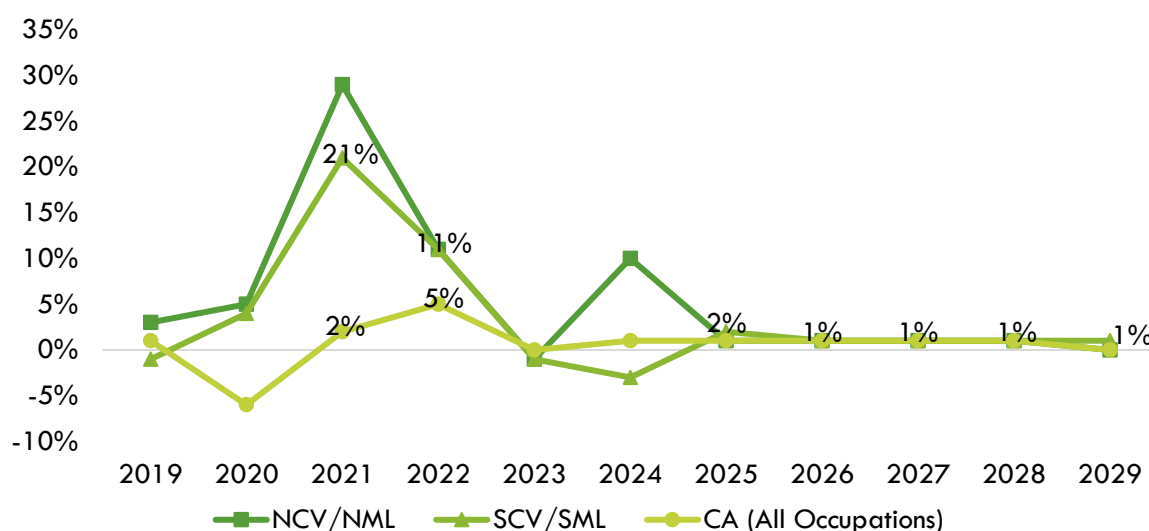


Exhibit 3 shows the five-year occupational demand projections for *Healthcare Support Workers, All Other*. In the SCV/SML subregion, the number of jobs related to this occupation is projected to increase by 6% through 2029. There are projected to be 164 jobs available annually in the SCV/SML subregion.

Exhibit 3: Occupational Demand in NCV/NML, SCV/SML, and CVML¹

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	635	665	30	5%	91
SCV/SML	1,118	1,183	65	6%	164
CVML	1,753	1,848	95	5%	255

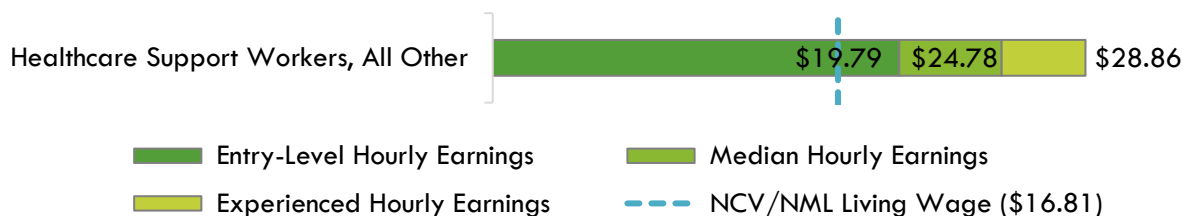
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for *Healthcare Support Workers, All Other* as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

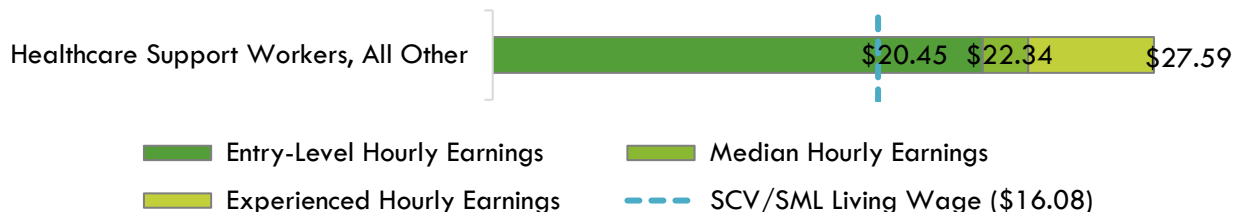
Healthcare Support Workers, All Other (\$19.79) have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML average wage for this occupation is \$25.55, which is below the average statewide wage of \$27.89. Exhibit 4a shows the wage range for *Healthcare Support Workers, All Other* and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



Healthcare Support Workers, All Other (\$20.45) have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML average wage for this occupation is \$24.72, which is below the average statewide wage of \$27.89. Exhibit 4b shows the wage range for *Healthcare Support Workers, All Other* and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



Healthcare Support Workers, All Other (\$20.26) have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML average wage for this occupation is \$25.02, which is below the average statewide wage of \$27.89. Exhibit 5 shows the wage range for *Healthcare Support Workers, All Other* and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 362 online job postings for *Healthcare Support Workers, All Other* listed in the past 12 months (Exhibit 6).

Exhibit 6: Number of Job Postings by Occupation (n=362)

Occupations	Job Postings	Percentage of Job Postings
Healthcare Support Workers, All Other	362	100%

The top employers in the region for *Healthcare Support Workers, All Other*, by number of job postings, are shown in Exhibit 7.

Exhibit 7: Top Employers by Number of Job Postings (n=362)

Employer	Job Postings	Percentage of Job Postings
Soliant Health	155	43%
CompHealth	20	6%
ProCare Therapy	14	4%
DV Therapy	12	3%
Blazerjobs	11	3%
Stepping Stones	7	2%
California State University-Fresno	5	1%
Adventist Health	5	1%
Sunbelt Staffing	5	1%
Community Medical Centers	4	1%

²K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

The top specialized, common, and software skills for *Healthcare Support Workers, All Other* are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8.

Exhibit 8: Top Skills by Number of Job Postings (n=362)

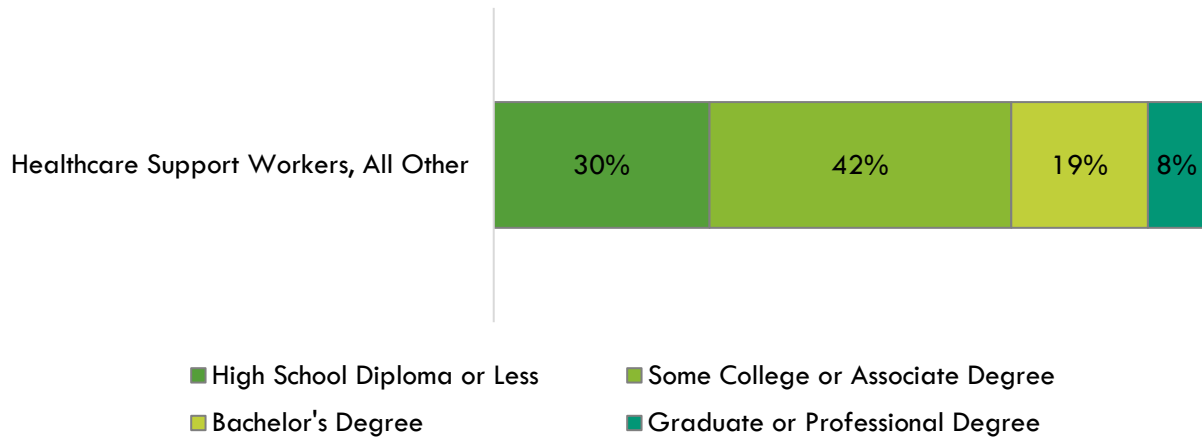
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Speech-Language Pathology (298)	Communication (125)	Document Object Model (13)
Individualized Education Programs (IEP) (94)	Interpersonal Communications (42)	Zoom (Video Conferencing Tool) (2)
Treatment Planning (75)	Progress Reporting (20)	Microsoft Outlook (2)
Communication Disorders (52)	Time Management (18)	MEDITECH EHR (1)
Endoscopy (47)	Record Keeping (16)	Calendly (1)
Speech Therapy (40)	Organizational Skills (14)	Productivity Software (1)
Pathology (40)	Clerical Works (13)	Proprietary Software (1)
Pediatrics (32)	Confidentiality (13)	Student Information Systems (1)
Articulation (26)	Multilingualism (12)	-
Working With Children (24)	Positivity (11)	-

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists a high school diploma or equivalent as the typical entry-level education for *Healthcare Support Workers, All Other*. National-level educational attainment data indicates that 42% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for *Healthcare Support Workers, All Other*.

Of the 362 online job postings, 49% (equivalent to 177 postings) of cumulative job postings for *Healthcare Support Workers, All Other* listed a minimum education requirement in the SCV/SML subregion. Of the 177 postings, 44% (77) requested a bachelor's degree.

Exhibit 9: National-level Educational Attainment for Healthcare Support Workers, All Other



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupation included in this report. The colleges with the most completions are San Joaquin Delta (North) and Madera (South).

**Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24**

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
1220.00	Speech-Language Pathology and Audiology	San Joaquin Delta	14	40	44	33
Subtotal/Average			14	40	44	33
NCV/NML Supply Grand Total			14	40	44	33

**Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24**

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
1220.00	Speech-Language Pathology and Audiology	Madera	19	15	23	19
		Reedley	7	-	-	2
Subtotal/Average			26	15	23	21
SCV/SML Supply Grand Total			26	15	23	21

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 22 awards conferred in the SCV/SML subregion, 59% (13) of these awards were for an associate degree.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for Speech-Language Pathology and Audiology programs in West Kern Community College District W(KCCD), the SCV/SML subregion, the CVML region, and California.

Of the 1,105 speech-language pathology and audiology program students statewide in the 2023-2024 academic year, 27% (296) attended a CVML institution. SCV/SML subregion students that exited speech-language pathology and audiology programs in the 2022-2023 academic year had less median annual earnings (\$36,198) compared to all speech-language pathology and audiology students in CVML region (\$37,448). Notably, 38% of CVML region speech-language pathology and audiology students attained a living wage, which is greater than the percentage of students who attained a living wage statewide (35%).

Exhibit 12: Speech-Language Pathology and Audiology (1220.00) Strong Workforce Program Metrics

SWP Metric	WKCCD	SCV/SML Subregion	CVML Region	California
SWP Students	N/A	57	296	1,105
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	68%	53%	46%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	N/A	N/A	N/A
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	23%	19%	18%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	N/A	N/A	6%	7%
SWP Students with a Job Closely Related to Their Field of Study	N/A	N/A	N/A	89%

SWP Metric	WKCCD	SCV/SML Subregion	CVML Region	California
Median Annual Earnings for SWP Exiting Students	N/A	\$36,198 (\$17.40)	\$37,448 (\$18.00)	\$39,668 (\$19.07)
Median Change in Earnings for SWP Exiting Students	N/A	92%	43%	48%
SWP Exiting Students Who Attained the Living Wage	N/A	0%	38%	35%



2023-2024
2022-2023
2021-2022
N/A

Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupations studied in this report. This includes examining the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest.

Between 2020 and 2023, there were no non-community college institutions in the NCV/NML or SCV/SML subregions that conferred awards annually in related training programs.

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the CVML COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

The CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a “supply table” with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

All representations have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. The most recent data available at the time of the analysis was examined; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/ Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data. For more information, see https://www.bls.gov/emp/documentation/education/tech.htm
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/
Educational Supply	The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions
Student Metrics and Demographics	DataVista, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml

For more information, please contact the Central Valley/Mother Lode Center of Excellence:

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October 2025





ALLIED HEALTH ADVISORY COMMITTEE MEETING

October 9, 2024

Members Present: Gretchen Daugherty, John Kopp, J Garratt Ashley, Kanoe Bandy, Darcy Bogle, Devin Daugherty, Tracy Embrey, Vernita Goodlet, Susan Groveman, Sheri Horn-Bunk, Nick Lidgett, Robin McNabb, Kristi Richards, RaeAnn Schmunk, and Jennifer Woodward.

Members Absent: Dina Aldaco, Cindy Archer, CL Balles, Dawn Cole, GH Cooper, Jeff Fariss, Kimberley Jenkins, Komal Kahlon, Maybelle Liquigan, Leslie Minor, Ronald Ostrom, Cindi Rafoth, Summer Wood-Luper, and Kelsy Ziels.

Guests:

Facilitator: Devin Daugherty

Recorder: Jennifer Woodward

Call to Order:

The Allied Health Advisory Committee Meeting was called to order at 8:05am.

1. Introductions

Devin Daugherty opened the meeting and everyone present introduced themselves.

2. Public Comments

Meeting participants had the opportunity to bring new business or make public comments, but there were no volunteers.

3. Program Updates: Paramedic, Medical Assistant, and Nursing

Program updates were provided for the medical assistant, nursing, and paramedic programs. The medical assistant program has gone through the curriculum process and is awaiting approval from the chancellor's office.

The nursing program is 30 days away from filing the BRN application and is in the process of hiring a nursing director. Construction for the nursing program is also underway.

The paramedic program is in a similar stage as the medical assistant program, awaiting approval from the chancellor's office. Program is expected to begin January 2026.

4. Program Considerations from Last Meeting

The committee discussed program considerations from the last meeting, which included recommendations for emergency medical responder, phlebotomy, medical laboratory technician, and certified nursing assistant programs.

The Center of Excellence conducted a labor market analysis and found a need for all four programs. The committee recommended moving forward with all of these programs.

5. New Program Consideration: Speech Language Pathology Assistant/Aide

The speech language pathology aide and assistant program was also presented as a faculty-driven program. The Kern County Superintendent of Schools expressed support for this program and offered assistance with recruitment and locations for offering the courses. The committee recommended moving forward with this program as well.

Next Meeting: CTE Dinner in Spring, Questionnaire in February
Facilitator: Devin Daugherty

Meeting Adjourned: 8:51am
Respectfully submitted by: Jennifer Woodward

TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Academic Senate Presidents

FROM: Christopher (Chris) Ferguson, Executive Vice Chancellor
College Finance and Facilities
Office of Institutional Supports and Success

Rowena Tomaneng, Deputy Chancellor

RE: Standardized Attendance Accounting Regulations Updates

The Board of Governors recently approved new regulations that alter how districts calculate Full-Time Equivalent Students (FTES) for credit courses. Our office issued guidance memo [FS 24-08](#) on September 24, 2024 and an [FAQ document](#) containing answers to frequently asked questions on January 15, 2025. This memorandum provides additional clarifying information on the forthcoming changes, Chancellor's Office recommendations, and next steps as districts transition to the new FTES calculations.

Overview of Potential Issues as Districts Transition

A few issues have been brought to our attention as districts are beginning to transition to the new Standardized Attendance Accounting Method. These issues are summarized as follows:

Issue 1: Units not Broken out by Lecture and Lab on the COR

Some districts have stated that the Course Outlines of Record (COR) do not identify the lecture units and lab units separately. Instead, the COR states only the total units for the course. However, the COR hours have been established and prorated in accordance with Title 5 §55002.5 and their board policy on unit values.

Example: A course identified as lecture/lab in the COR is scheduled with 36 hours of lecture and 54 hours of lab. The total units stated on the COR is 3 units, however the units are not labeled as lecture units or lab units.

Chancellor's Office Recommendations

The new Standardized Attendance Accounting method computes FTES based on the number of units of lecture, lab, and activity instruction as stated in the course outline of record. The multipliers are different for each type of instruction (lecture, lab, activity) so districts need to identify how many units and the type of units to compute FTES for each course.

The COR is expected to delineate units and hours of lecture, activity, and lab and should define the expected content and outcomes for each¹. If the COR delineates the hours only and states the total units for the class without separating into lecture, lab, and activity, the district may compute the units based on the hours and use those unit values in the Standardized Attendance Accounting method computation of FTES as long as they are not claiming more than the total units as stated on the COR.

Considering the example above, one could easily compute that 1 unit is attributed to the lab hours (54 hours per unit) and 2 units are attributed to the lecture hours (18 hours per unit x 2 = 36 hours). The total of 3 units matches the total units listed on the COR. In computing FTES using the Standardized Attendance Accounting method, the district could use the lecture multiplier for 2 units and the lab multiplier for 1 unit. See example below:

- 3 unit course (2 units lecture and 1 unit of lab), semester college
- 2 units lecture x 18 hours = 36 standardized total hours (lecture)
- 1 unit lab x 54 hours = 54 standardized total hours (lab)
- $36 + 54 = 90$ standardized total hours (lecture and lab) x 30 students = $2700 / 525 = 5.14$ FTES

Going forward, our office recommends delineating the number of units of lecture, lab, and activity separately on the COR to better align with the Standardized Attendance Accounting Method FTES computation.

Issue 2: Lecture Courses Scheduled with Lab Hours, but no Units Awarded for the Extra Hours

A few districts have identified lecture courses that are scheduled with extra lab hours that students attend but there are no units of credit awarded for these lab hours. These districts have expressed concern that they will lose FTES in these courses under the new Standardized Attendance Accounting method compared to the prior methods because they will no longer generate FTES for these extra hours.

Example: A course identified as lecture in the COR is scheduled with 54 hours of lecture and 18 hours of lab. The total units stated on the COR is 3 units (0 units are awarded for the 18 lab hours).

Chancellor's Office Recommendations

Districts that schedule courses in such a way that students attend extra hours but do not earn units of credit for this time should review courses with this scheduling pattern and determine

¹ See ASCCC: THE COURSE OUTLINE OF RECORD: A CURRICULUM REFERENCE GUIDE REVISITED (2017) https://www.asccc.org/sites/default/files/COR_0.pdf for a thorough discussion of units and hours within the COR.

whether these extra hours are necessary and result in better student outcomes. Articulation agreements and local board policy regarding the awarding of credit should govern these decisions. If it is determined that the extra hours are necessary and contribute to improved student success, districts could take one of the following actions to enable the district to continue claiming apportionment for those hours under the Standardized Attendance Accounting Method:

- Adjust the configuration of the unit values for the course. For example, a 3 unit course with 54 hours of lecture and 18 hours of laboratory, meriting 3 units of lecture and 0 units of lab can instead be reconfigured in one of two ways that maintain total units at 3 and total contact hours at 72:
 - For example, a 3-unit lecture (54 hours) with 18 hours of un-transcriptable lab will meet up to 72 hours. A 2.5-unit lecture (45 hours) with 0.5 units of lab will meet for up to 72 hours and may serve the same instructional needs. Articulation and local board policy regarding the awarding of credit should govern these decisions.
- Convert the extra hours to a noncredit or credit co-requisite course that satisfies the same goals of adding un-transcribed hours. Districts that choose this approach should consider possible implications to financial aid or other areas.

Districts vary greatly in their course offerings and scheduling practices. The Chancellor's Office is providing options that may assist in meeting the goal to maintain the level of apportionment generated under the prior attendance accounting methods, for courses with non-traditional scheduling practices. Districts should work locally to determine the best option for students and their particular course offerings.

Additional Year of Flexibility as Districts Transition

The updated regulations require that districts transition to the new Standardized Attendance Accounting method beginning in 2026-27. To allow districts some extra time and accommodate the workload that will be created for those districts that need to amend their course schedules to better align with the Standardized Attendance Accounting Method (Issue 2 described above), the Chancellor's Office will allow districts to use hours rather than units to compute FTES through 2026-27 recal. Districts that transition in 2024-25 or 2025-26 may use hours instead of units for those years as well. **Beginning in 2027-28, districts must use units as stated on the COR in calculating FTES under the Standardized Attendance Accounting Method.**

Beginning in 2027-28, districts must use the total units as stated on the COR, meaning if the course is a total of 3 units on the COR, the total of the lecture, lab, and activity units used to compute FTES under the Standardized Attendance Accounting Method should be 3 units.

During this transition time, districts may use hours instead of units as follows:

Example: 3-unit lecture course (54 hours lecture) with an additional 18 hours of lab (0 lab units)

Standardized Attendance Accounting Regulations Updates

May 27, 2025

3- unit lecture x 18 hours = 54 standardized total hours (lecture)

Add total lab hours 18 hours (lab)

$54 + 18 = 72$ standardized total hours (lecture and lab) x 30 students = 2160 / 525 = 4.11 FTES

Contact

For questions on the Course Outline of Record, course scheduling, or minimum hours to award a unit of credit, please contact Raul Arambula at rarambula@cccoco.edu. For questions on attendance accounting and the CCFS-320, please contact Natalie Wagner at nwagner@cccoco.edu or Rafael Artiga Meza at rantiga@cccoco.edu.

Cc: Dr. Sonya Christian, Chancellor
Lorena Romero, Director, Fiscal Standards and Accountability Unit
Raul Arambula, Dean of Equitable Student Learning, Experience and Impact

AP 4025 Philosophy and Criteria for Associate Degree and General Education

Reference:

Title 5 Section 55061

Accreditation Standard II.A.3

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- A. The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community
- B. The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the ability to:
 - a. Think and communicate clearly and effectively orally and in writing,
 - b. Use mathematics,
 - c. Understand the modes of inquiry of the major disciplines,
 - d. Be aware of other cultures and times,
 - e. Achieve insights gained through experience in thinking about ethical problems, and
 - f. To develop the capacity for self-understanding.

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- A. General education is designed to introduce students to the variety of means through which people comprehend the modern world
- B. General education introduces content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes and an appreciation for cultural diversity

As part of the pre-approval process, each course is reviewed for compliance with minimum requirements for the Associate Degree. The Curriculum & General

Education Committee determines appropriate placement in the General Education areas based upon guidelines established in Title V 55806.

BP 4025 Philosophy and Criteria for Associate Degree and General Education

Reference:

Title 5, Section 55061; Accreditation Standard II.A.3

The awarding of an Associate degree is intended to represent more than an accumulation of units. Students awarded an Associate degree, or students certified as meeting general education requirements for either the University of California system or the California State University system, should be educated in a broad sense. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

General education is not the same for everyone, thus, some range of choice shall be incorporated into any general education pattern. The general education pattern may include applied as well as theoretical courses. In addition to general education accomplishments, the student receiving an Associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems. To assure student success, basic education courses, courses in the arts and sciences, courses in history and government, courses in humanities and physical education, which are appropriate to serving general educational purposes, must be constantly reviewed and updated to maintain their relevance to current student needs. As the total college environment contributes to the

overall education of our students, care must be taken to make all college experiences constructive and meaningful.

The Superintendent/President shall establish procedures to assure that courses used to meet general education and Associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.