

ACADEMIC POLICY AND PLANNING COMMITTEE CURRICULUM REPORT  
for the period May 9 – September 5, 2019

October 8, 2019

Larry Manalo, Committee Chairperson

Dave DeGroot, Vice Chair

Christine Bisson, Applied Behavioral Sciences

Brent Darwin, Business

Lydia V. Maxwell, Counseling

Robert Senior, English

Adrienne Allebe, Fine Arts

Sheri Bates, Kinesiology, Recreation and Athletics

Mary Pat Nelson, Health Sciences

Patrick McGuire, Industrial Technology

Andria Keiser, Languages & Communication

Kellye Cohn, Academic/Student Services

Wendy Hadley, Life and Physical Sciences

Derek Mitchem, Mathematical Sciences

Susan Roehl, Public Safety

Thomas VanderMolen, Social & Behavioral Sciences

Leslie Torres, Associated Student Body Government

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


Non-Credit Education (non-voting, vacant)

Dave DeGroot, Articulation Officer (non-voting)

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


Rebecca Andres, Curriculum Specialist (non-voting)

Approved by Academic Senate:

  
President, Academic Senate  
Allan Hancock College

9/24/19  
Date

Adopted by Board of Trustees:

  
President, Board of Trustees

Allan Hancock Joint Community College District

10/8/2019  
Date

### **NEW COURSES RECOMMENDED FOR ADOPTION**

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

**NEW Credit Courses:** Effective summer/fall 2020 and pending Chancellor's Office approval Catalog year 2020-21.

<b>Course Prefix</b>	<b>Course Title</b>	<b>Units</b>
AG 162	Agricultural Plant Pathology	4
AG 163	Economic Entomology Prerequisite: BIOL 100	4
AG 164	Weed Science Prerequisite: AG 161, BIOL 100	4
AG 165	Qualified Applicator Training The need for new licensed Pest Control Advisers is so great in California agriculture, that the California Association of Pest Control Advisers (CAPCA) has been making intentional efforts to reach out to community colleges and four-year universities to encourage students to follow curricular pathways that will lead to qualifications for taking the PCA licensing exam. The need for and value of these courses was confirmed by the members of the Allan Hancock College Agriculture Program Advisory Committee.  The Department of Pesticide Regulation (DPR), who has the sole authority to issue the PCA license, requires that 42 specific course units be completed by the exam applicant. These new course additions are needed to provide students with the knowledge necessary to pass the most essential categories of this licensing exam.	2

**NEW Topics:** Effective summer/fall 2020 and pending Chancellor's Office approval as needed. Catalog year 2020-21.

<b>Course Prefix</b>	<b>Course Title</b>	<b>Units</b>
THEA 198Q	Topics in Theatrical Performance: Exploration of Sound of Music to Dolls	1
THEA 199R	Topics in Theatre Stagecraft: Rep of Sound of Music to Dolls House	3

**NEW Noncredit Programs:** Effective pending Chancellor's Office approval and publication of course details.

<b>Course Prefix</b>	<b>Course Title</b>	<b>Hours</b>
Basic Skills	Basic Skills Certificate of Competency This Basic Skills Certificate will help students who need assistance in reaching the high school reading, writing, and math levels. The Basic Skills Certificate is recommended for those who have not finished school above the 8th grade or who need a refresher in order to complete the high school equivalency certificate.	192-216 hours

Basic Skills	<p>Secondary Education/High School Equivalency Exam Preparation Certificate of Competency</p> <p>This Secondary Education/High School Equivalency Exam Preparation Certificate will enable students to pass the four subject areas of the high school exam: Language Arts—Reading/Writing, Mathematics, Science, and Social Studies. The Computer Skills class will introduce students to functions needed to respond to all question types on the exam, word process, keyboard, and navigate online websites. Additionally, students will learn effective test-taking strategies, college readiness skills, life skills, and be better prepared for work.</p>	128 - 144 hours
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### Course Review

Course Prefix & No.	Course Title	Hours/Units
BASK 7005	High School Equivalency Exam Preparation Formerly titled "Preparing for the GED Tests" this course, and other BASK courses, are being reviewed as part of a regularly scheduled course review cycle. Modifications include course hours from 90-102 to 96-108, updated catalog description, content, and course outcomes.	96-108 hours
BASK 7011	Basic Math Formerly BASK 7011A, this modification revises and updates SLOs, catalog description, and content to meet current academic requirements.	96-108 hours
BASK 7012	Basic Reading and Writing Formerly titled "Pre-GED Reading and Writing", this modification also includes changes to catalog description, course hours from 90-102 to 96-108 hours.	96-108 hours
BASK 7013	High School Equivalency Exam Prep: Computer Skills Formerly GED Test Prep, modifications include a change in course hours from 18-24 to 32-36 hours.	32-36 hours
HOEC 7003	Quick Meals with Whole Foods	12 hours
HOEC 7004	Meals for Home Entertainment	8-9 hours
OLDR 7000	Natural History: Central Coast	4-8 hours
OLDR 7100	Sensory Awareness	32-36 hours
OLDR 7102	Current Topics	32-36 hours
PARN 7002	Topics of Parenting	8-9 hours
PARN 7010	Strengthening Families	8-10 hours
PARN 7011	Mommy/Daddy & Me: Toddlers	16-18 hours
PE 128	Sport Psychology	3 units
PHYS 100	Concepts in Physics Advisory: MATH 311, ENGL 101, ENGL 301, ENGL 514	3 units
PHYS 110	Introductory Physics Prerequisite: MATH 121, MATH 141	3 units

PHYS 141	General Physics 1 Prerequisite: MATH 121, concurrent enrollment in MATH 141	4 units
PHYS 142	General Physics 2 Prerequisite: PHYS 141	4 units
PHYS 161	Engineering Physics 1 Prerequisite: PHYS 110, MATH 182	4 units
PHYS 162	Engineering Physics 2 Prerequisite: PHYS 161, MATH 182	4 units
PHYS 163	Engineering Physics 3 Prerequisite: PHYS 161, MATH 182 Advisory: Completion or concurrent enrollment in MATH 183	4 units
Veterinary Technology VT 300	The course prefix for the veterinary technology courses is being changed from RVT, Registered Veterinary Technician to "VT, Veterinary Technology" Introduction to Veterinary Technology Advisory: ENGL 101	2 units
VT 301	Veterinary Anatomy, Physiology, and Terminology Prerequisite: BIOL 100, CHEM 120, LOE: Acceptance into the Veterinary Technology program	3 units
VT 302	Veterinary Office Procedures Advisory: ENGL 101 LOE: Acceptance into VT Program	2 units
VT 303	Veterinary Pharmacology LOE: Acceptance into the VT Program Advisory: ENGL 101 Prerequisite: BIOL 100 LOE: Acceptance into the VT Program	2 units
VT 304	Clinical Pathology and Microbiology	3 units
VT 305	Medical Nursing & Animal Care Prerequisite: RVT 301 or VT 301 Advisory: ENGL 101 LOE: Acceptance into VT Program	4 units
VT 306	Surgical Nursing & Dentistry LOE: Acceptance in VT Program Prerequisite: RVT 301 Advisory: ENGL 101	4 units
VT 307	Veterinary Radiology and Radiation Safety LOE: Admittance to VT Program Advisory: ENGL 101	2 units

**MAJOR COURSE MODIFICATIONS** not resulting from Course Review. Modifications include but are not limited to course units, hours, prerequisites, co-requisites, advisories, and enrollment limitations. Specific modifications are listed below. Effective: 2020/21

Course Prefix & No.	Course Title	Units
EL 146	Electronic Product Design, Fabrication and Documentation The pre-requisites, EL122 and/or EL125, are being removed. Previously, the students did need to have some design experience because they created a	2

printed circuit board from scratch. This is no longer being done. Instead, a kit is supplied that includes the printed circuit board, thereby eliminating the need for EL122 and EL125 knowledge. All other aspects and topics of this course remain unchanged.

EMS 401	Emergency Medical Technician 1 (Basic) Refresher Prerequisite: EMS 301 or EMS 306 or Valid EMT-1 Basic certification within the past 4 years. NOTE: The approval of equivalent enrollment eligibility is not a guarantee that state regulatory and licensing authorities will also grant equivalencies for licensure for employment purposes	1.5
LE 321	Basic Law Enforcement Academy 1A Limitation on enrollment: Admission by application Prerequisite: LE 310 Advisory: ENGL 101  The course meets changes mandated by Peace Officers Standards and Training (POST) and by state legislature. Senate Bill 11 and Senate Bill 29 mandate 8 hours of mental health training (CIT). Also includes POST new mandates of Tactical Medical Training, Procedural Justice Training, and Tactical Patrol Rifle and De-escalation Training	10
LE 322	Basic Law Enforcement Academy 1B Prerequisite: LE 321  The course meets changes mandated by Peace Officers Standards and Training (POST) and by state legislature. Senate Bill 11 and Senate Bill 29 mandate 8 hours of mental health training (CIT). Also includes POST new mandates of Tactical Medical Training, Procedural Justice Training, and Tactical Patrol Rifle and De-escalation Training.	10
LE 424	PC 832 Arrest LOE: Freedom from illness or disability that would prevent the student from safely performing the required arrest and control physical skills.  The course hours have changed including addition of lab time. The course units are changing from 2.5 to 2 units.	2 units

**PROGRAM MODIFICATIONS**

**Program modifications:** modifications include but are not limited to changes to course titles, course drops or changes in course units which may impact total program units, program title, etc. Effective: 2020-21 and pending Chancellor’s Office approval as needed.

Discipline	Program Title and Award	Units
Agribusiness	Wine Business Associate in Science In the program’s selected courses ACCT 130, Financial Accounting, has been replaced with ACCT 105, Introduction to Accounting. There are no changes to program units.	25

Agribusiness	Wine Business Certificate of Achievement In the program's selected courses ACCT 130, Financial Accounting, has been replaced with ACCT 105, Introduction to Accounting. There are no changes to program units.	25
CBIS	Computer Business Information Systems: Office Systems Analysis Certificate of Accomplishment The program is being modified to remove CBIS 343, Applied Project Management 1, from the list of required core courses. The program units are changing from 13.5 to 12 units.	12
Film	Film and Video Production Associate in Science The Film/Video Production program provides students with the opportunity for career development in the area of film and video production as well as intellectual engagement in the areas of media literacy and the history of the visual medium.  This modification places newly developed courses appropriately in required and selected units, FILM 104, Documentary Studies is being added to the list of required courses changing the required core units from 23 to 26. FILM 109, Contemporary Asian Cinema, is being added to the list of selected courses. The total program units are changing from 36 to 39 units.	39

**MISCELLANEOUS ITEMS**

Modification	Course Prefix and No.	Course Title	Units	Effective
Textbook Change	AT 100	Automotive Fundamentals	4	Fall 2019
	BIOL 120	Humans and the Environment	3	Spring 2019
Course Drop	CBIS 343	Applied Project Management	1.5	Fall 2019

**ALLAN HANCOCK COLLEGE**  
**Program Narrative**  
**Basic Skills**  
**Certificate of Competency**

**Item 1. Program Goals and Objectives**

This certificate will demonstrate achievement of competency in basic academic skills for math, reading and writing at the 8th grade level and above. It creates an accelerated pathway for student success in academic, career, and life skills. It will prepare students for enrollment in the High School Equivalency Exam Course work and for transition to achievement of the Secondary Education/High School Equivalency Preparation Certificate. Student surveys conducted during the North Santa Barbara County Consortium Planning Process indicated a strong desire by Basic Skills students to improve upon their skills in the areas of Math and Language Arts (Page 36, Figure 18) and stakeholders identified the need specifically for certificates in basic skills (Page 46, Table Basic Skills Priority Needs).

This certificate is part of a coherent package of sequenced certificates. It is in line with the Allan Hancock College Mission to “find innovative ways to enhance student achievement”. The College Strategic Plan further highlights the rationale for this certificate: “Improving student success rates in basic skills requires a concentrated effort by the college, including classroom support and expanded access to support services outside the classroom.” (Page 14). These curriculum changes in noncredit Basic Skills align with SB-1143--the Student Success initiative, particularly the recommendations that focus on “best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.” (Sect 2).

**Objectives:**

- Solve multiple-step problems involving whole numbers, fractions, decimals and percent.
- Apply reading and writing skills to purposefully and creatively express thoughts and ideas.
- Read and understand a wide range of literature and non-fictional texts.
- Use standard grammar, spelling, punctuation, and editing rules.
- Understand and apply writing as a process.
- Apply the skills necessary to enter the courses for the High School Equivalency Exam Preparation such as the GED or HI SET.

**Item 2. Catalog Description**

Obtaining a high school equivalency certificate is key to better jobs, higher educational goals, and stronger life skills. This Basic Skills Certificate is designed for students who need assistance in reaching high school reading, writing, and math levels. The Basic Skills Certificate is recommended for those who didn't finish school above the 8th grade or who need a refresher in order to complete the high school equivalency certificate. Courses for the certificate will introduce students to the writing process and to reading skills that build vocabulary and analytical skills. The math course will introduce basic math including how to apply math to real life problems and how to solve multiple step problems.

The graduate of the Certificate of Competency in Basic Skills will:

- apply reading and writing skills to purposefully and creatively express thoughts and ideas.
- read and understand a wide range of literature and non-fictional texts.
- use standard grammar, spelling, punctuation, and editing rules.
- add, subtract, multiply, and divide rational numbers.
- solve multiple-step problems involving whole numbers, fractions, decimals, and percents.

Students must pass assigned course work and assessments at 70% in order to receive a certificate. There are no prerequisites. The following courses are required:

Course Prefix	Course Title	Course Hours
BASK 7011	Basic Math	96-108
BASK 7012	Basic Reading & Writing	96-108

### Item 3. Program Requirements

There are no prerequisites. Students may take an assessment to determine their reading and math levels and/or self-place. This certificate is aimed at assisting students who did not complete school above the 8<sup>th</sup> grade level or who may have been out of school a long time and feel the need for review because they wish to complete the High School Equivalency Exam course work or advance into credit level classes.

Students must pass required course work and assessments at 70% in order to achieve the certificate of competency and a minimum of 150 hours.

Requirements	Course Prefix and Number	Course Title	Hours
70% pass rate on course work and assessments	BASK 7011	Basic Math	96 - 108
70% pass rate on course work and assessments	BASK 7012	Basic Reading and Writing	96 - 108
Total Hours			192 - 216

Students are encouraged to complete the certificate in one semester, but it is not required. There is no prescribed order for taking the two classes.

### Item 4. Master Planning

The six year Strategic Plan 2014-2020 for Allan Hancock College States:

The teaching and learning of basic skills continue to be areas of challenge for California education system, as in other states. The goal of the Basic Skills Initiative (BSI) is to improve student access and success. The project addresses credit and noncredit basic skills as well as adult education and programs designed to help underprepared students. As part of the planned goal to improve student success rates, the college has a target of helping 22% of its student educational goals to be achievement of certificates (p. 14 Table “Educational Goal”). And, the Basic Skills Certificate proceeds from and is an application of specific goals in the plan to ensure student success—Goal SLS3 and Goal SLS4—to ensure students are directed and focused until they achieve their goals.

**Goal SLS3: Ensure students are directed**  
 Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal.

**Goal SLS4: Ensure students are focused**  
 Foster students’ motivation and help them develop the skills needed to achieve their goals.



Again, combined with the specific identification for the need for ladderred and sequenced Basic Skills Certificates identified in the AB 86 North Santa Barbara County Three Year plan referred to in the "Program Goals and Objectives" above, this certificate is a strategic part of fulfilling our college and community goals.

# Allan Hancock College Course Outline

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**Discipline Placement:** Mathematics Basic Skills: Noncredit

**Department:** Noncredit Education

**Prefix and Number:** BASK 7011

**Catalog Course Title:** Basic Math

**Banner Course Title:** Basic Math

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## Hours

	Hours per Week (Based on 16 Weeks)
Lecture	6.0
Lab	-
<b>Total Hours</b>	6.0

**Total Min Semester Contacts Hours for 16 weeks:** 96.000

**Total Min Semester Contacts Hours for 18 weeks:** 108.000

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## Grading Method

Noncredit no grade

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## Requisites

None

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## Entrance Skills

None

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## Catalog Description

This open-entry basic math course is designed to help students increase their math skills so they may enroll in the math section for the High School Equivalency Exam Preparation course. The math course covers basic functions of arithmetic including whole numbers, multiplication, fractions, decimals, and percent. Students will apply operations with numbers to real world problems and interpret the answers in a real life context.

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## Course Content

### Lecture

- Understand math vocabulary.
- Understand place value in the base 10 number system.
- Compare, order, and group numbers.
- Understand addition, subtraction, multiplication and division of whole numbers.
- Solve real world problems using addition, subtraction, multiplication, and division.

- Introduce technology for mathematical problem solving including the calculator and other available forms such as computers and online features.
  - Understand order of operations.
  - Translate sentences to mathematical operations.
  - Understand fractions, ratios, and proportions.
  - Add and subtract, multiply and divide fractions.
  - Solve multiple-step problems involving whole numbers, fractions, decimals and percent.
  - Write linear expressions.
  - Solve linear equations.
  - Understand geometric shapes such as the area and perimeter of 2-D shapes.
  - Understand and apply geometric formulas to real world problems.
  - Understand how to find the volume and surface area of a geometric solid.
  - Read and understand tables and graphs.
  - Use tables and graphs to solve real world problems.
  - Increase students' efficacy, grit and persistence.
- 

## Course Objectives

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

1. read, write, and compare numbers on a number line.
  2. add, subtract, multiply, and divide rational numbers.
  3. convert fractions to decimals and percent and apply these operations to real world problems and interpret the answers in real life context.
  4. solve multi-step problems involving whole numbers, fractions, decimals and percent.
- 

## Methods of Instruction

- **Methods of Instruction Description:**  
Lecture, class demonstration, small groups, and independent study using worksheets and texts.
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## Assignments

- Worksheets, individual projects
- 

## Methods of Evaluation

- **Exams/Tests**
  - **Quizzes**
  - **Projects**
  - **Class Participation**
  - **Class Work**
  - **Class Performance**
  - **Other**  
Success will be evaluated by performance on practice assignments, written quizzes and tests. Students will receive a pass/satisfactory grade for the course, but to achieve competency toward a certificate their accumulated work and final test must achieve a 70% grade or higher.
- 

## Texts and Other Instructional Materials

### Adopted Textbooks

1. Steck-Vaughn *PRE GED TEST PREPARATION: Mathematical Reasoning* Edition: First 2014 This is the latest version of a Pre-GED Test Preparation Math book aimed at the Elementary Basic Skills Student Level.

**Supplemental Texts**

None

**Instructional Materials**

1. Calculators, OERS, Online Software, Teacher Prepared Materials
- 

**Student Learning Outcomes**

1. BASK 7011 SLO 1 - Master quantitative problem-solving skills to a level required to enter the High School Equivalency Exam Math course.
  2. BASK 7011 SLO 2 - Solve multiple-step problems involving whole numbers, fractions, decimals, and percent.
  3. BASK 7011 SLO 3 - Apply math concepts to solve real world problems and interpret the answers in real life context.
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**Distance Learning**

This course is not Distance Learning.

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# Allan Hancock College Course Outline

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**Discipline Placement:** Writing - Basic Skills: Noncredit

**Department:** Noncredit Education

**Prefix and Number:** BASK 7012

**Catalog Course Title:** Basic Reading and Writing

**Banner Course Title:** Basic Reading and Writing

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## Hours

	Hours per Week (Based on 16 Weeks)
Lecture	6.0
Lab	0.0
<b>Total Hours</b>	<b>6.0</b>

**Total Min Semester Contacts Hours for 16 weeks:** 96.000

**Total Min Semester Contacts Hours for 18 weeks:** 108.000

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## Grading Method

Noncredit no grade

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## Requisites

None

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## Entrance Skills

None

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## Catalog Description

Learn basic reading, writing, and grammar skills; build vocabulary; improve spelling; and increase reading comprehension in this course designed for students who read and write at grade levels below 8th grade. Students learn the reading and writing skills needed to enroll in High School Equivalency Exam Preparation courses: Language Arts, Science, Social Science, and Math.

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## Course Content

### Lecture

### Course Outline

#### Reading:

- Read and explore a variety of literary genres including short stories, poetry, drama, speeches, and film.
- Read and understand office documents, historical texts, articles, opinion pieces, and scientific works.

- Analyze the literary elements of various texts including the main idea, setting, character, cause and effect, and summarization.
- Explain how the author develops point of view, evidence, and purpose.
- Determine the contrasting points of view between two texts.
- Analyze how a writer organizes a text and how the main sections contribute to the whole.
- Analyze the use of text features like graphics, headings and titles, captions and other media features.

#### Writing:

- Write arguments to support claims with clear evidence while using words, phrases, and transitions that show contrast and cohesion.
- Write informative/explanatory texts that include a thesis statement, organized ideas and evidence, and apply strategies that use analysis, cause and effect, definitions, and examples.
- Complete short research projects using a variety of sources such as print, digital, and other media, and learn to distinguish between paraphrasing and direct quotes.
- Recognize and edit errors.

#### Language Use and Grammar:

- Students will demonstrate command of the conventions of standard English when reading and writing such as the use of phrases, clauses, compound/complex sentences.
- Use correct capitalization, spelling and punctuation.
- Learn how to use dictionaries, glossaries, thesauri, and digital sources to check meaning and pronunciation.
- Learn and understand affixes and roots to determine the meaning of words in context.
- Learn and understand synonyms, antonyms, analogies, and other figures of speech.
- Use appropriate verb tenses, pronouns, prepositions, and other word parts.

#### Other elements:

- Increase Students' efficacy, grit and persistence.

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## **Course Objectives**

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

1. apply the skills necessary to succeed in the High School Equivalency Exam preparation courses such as the GED or HiSET.
2. apply reading and writing skills to purposefully and creatively express thoughts and ideas.
3. read and understand a wide range of literature and non-fictional texts.
4. use standard grammar, spelling, punctuation, and editing rules.
5. understand and apply writing as a process.

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## **Methods of Instruction**

- **Lecture**  
Lecture, combined with project-based class reading and writing exercises, small group work, individualized instruction, practice worksheets, and web-based practice.

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## **Assignments**

- Worksheets, individual projects

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## **Methods of Evaluation**

- **Exams/Tests**
- **Quizzes**
- **Class Work**
- **Other**

Students will be evaluated through textbook-based and instructor-generated regular reading and writing assignments that utilize writing performance rubrics, graphic organizers, reading comprehension exercises, grammar and vocabulary worksheets, quizzes and tests.

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## **Texts and Other Instructional Materials**

### **Adopted Textbooks**

1. Steck-Vaughn *Pre-GED TEST PREPARATION: Reasoning Through Language Arts* Edition: First 2014  
This is the latest edition that is specifically written for the Basic Elementary Skills Level Student

### **Supplemental Texts**

None

### **Instructional Materials**

1. Teacher generated worksheets, materials, and readings
  2. Recommended Teacher Resources:  
Journals, Thesauri, Digital Resources, Software, OERS
- 

## **Student Learning Outcomes**

1. BASK 7012 SLO 1 - Demonstrate reading and writing skills at a level necessary to enter the High School Equivalency Exam Preparation Courses such as the GED and HiSET.
  2. BASK 7012 SLO 2 -Analyze how a writer organizes a text and how the main sections contribute to the whole.
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## **Distance Learning**

This course is not Distance Learning.

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# All Fields

## New Noncredit Program: Basic Skills - Certificate of Competency

### Cover

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**Program Title** Basic Skills

**Department** Noncredit Education

**Discipline** Basic Skills (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Spring

**Year** 2019

**Program Goal** Local (community need)

**Proposed Start** 06/08/2020

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

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

This certificate will demonstrate achievement of competency in basic academic skills for math, reading and writing at the 8th grade level and above. It creates an accelerated pathway for student success in academic, career, and life skills. It will prepare students for enrollment in the High School Equivalency Exam Course work and for transition to achievement of the Secondary Education/High School Equivalency Preparation Certificate. Student surveys conducted during the North Santa Barbara County Consortium Planning Process indicated a strong desire by Basic Skills students to improve upon their skills in the areas of Math and Language Arts (Page 37, Figure 18). and stakeholders identified the need specifically for Certificates of Completion for Elementary Basic Skills and Secondary Education Skills.

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

#### **Proposed Program Mission Statement**

As part of the Mission of Allan Hancock College, the noncredit Elementary Basic Skills Certificate rewards students for competency in math and language arts, enhances their skills for academic achievement, work, and life skills while creating an accelerated pathway to a Secondary Basic Skills/High School Equivalency Certificate. It optimizes preparation for High School Equivalency Exam completion and credit course work.

### Co-Contributor

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#### Contributor

- Garcia, Katherine (katherin.garcia1@hancockcollege.edu)

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#### **Program Goals and Objectives**

This certificate will demonstrate achievement of competency in basic academic skills for math, reading and writing at the 8th grade level and above. It creates an accelerated pathway for student success in academic, career, and life skills. It will prepare students for enrollment in the High School Equivalency Exam Course work and for transition to achievement of the Secondary Education/High School Equivalency Preparation Certificate. Student surveys conducted during the North Santa Barbara County Consortium Planning Process indicated a strong desire by Basic Skills students to improve upon their skills in the areas of Math and Language Arts (Page 36, Figure 18) and stakeholders identified the need specifically for certificates in basic skills (Page 46, Table Basic Skills Priority Needs). This certificate is part of a coherent package of sequenced certificates. It is in line with the Allan Hancock College Mission to "find innovative ways to enhance student achievement". The College Strategic Plan further highlights the rationale for this certificate: "Improving student success rates in basic skills requires a concentrated effort by the college, including classroom support and expanded access to support services outside the classroom." (Page 14). These curriculum changes in noncredit Basic Skills align with SB-1143--the Student Success initiative, particularly the recommendations



that focus on “best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.” (Sect 2).

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

Program Objectives:

- Solve multiple-step problems involving whole numbers, fractions, decimals and percent.
- Apply reading and writing skills to purposefully and creatively express thoughts and ideas.
- Read and understand a wide range of literature and non-fictional texts.
- Use standard grammar, spelling, punctuation, and editing rules.
- Understand and apply writing as a process.
- Apply the skills necessary to enter the courses for the High School Equivalency Exam Preparation such as the GED or HI SET.

Both the Basic Math and Basic Reading and Writing Courses develop a focused and laddered curriculum to higher instruction at the High School Level and they include emphasis on increasing student efficacy as well as transforming student expectations of success.

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

The six year Strategic Plan 2014-2020 for Allan Hancock College States:

The teaching and learning of basic skills continue to be areas of challenge for California education system, as in other states. The goal of the Basic Skills Initiative (BSI) is to improve student access and success. The project addresses credit and noncredit basic skills as well as adult education and programs designed to help underprepared students (p. 9).

As part of the planned goal to improve student success rates, the college has a target of helping 22% of its student educational goals to be achievement of certificates (p. 14 Table “Educational Goal”). And, the Basic Skills Certificate proceeds from and is an application of specific goals in the plan to ensure student success—Goal SLS3 and Goal SLS4—to ensure students are directed and focused until they achieve their goals (p. 17).

Again, combined with the specific identification for the need for laddered and sequenced Basic Skills Certificates identified in the AB 86 North Santa Barbara County Three Year plan referred to in the “Program Goals and Objectives” above, this certificate is a strategic part of fulfilling our college and community goals.

### **Enrollment and Completer Projections**

**Enter estimated number of program completers:**

25

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

BASK enrollment data for 2017-2018 school year.

**Place of Program in Existing Curriculum**

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

This will not replace other programs and the program courses currently exist.

Similar Programs in the Service Area

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

This program does not duplicate similar programs in the College District or in any locations closer than 45 miles away.

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

Mia Ruiz, coordinator for noncredit Basic Skills program Cuesta College.

Adequate Resources

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

- Qualified Staff
- Instructional Supplies

**Other No**

**Please specify**

none

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

Yes

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

Griselda Rivera, Hedy Suarez, Carlos Gonzalez, Florentino Aleman, Lilia Wambolt, Kati Garcia, Wendy Flores.

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

Yes, for now, but recruitment is ongoing.

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

Regular classrooms with lecture format.

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

Yes

## Catalog Description

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### Catalog Description

Obtaining a high school equivalency certificate is key to better jobs, higher educational goals, and stronger life skills. This Basic Skills Certificate is designed for students who need assistance in reaching high school reading, writing, and math levels. The Basic Skills Certificate is recommended for those who didn't finish school above the 8th grade or who need a refresher in order to complete the high school equivalency certificate. Courses for the certificate will introduce students to the writing process and to reading skills that build vocabulary and analytical skills. The math course will introduce basic math including how to apply math to real life problems and how to solve multiple step problems.

### Program Completion Requirements

Competency at 70% in both courses.

## Program Learning Outcomes (PLO)

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### Program Learning Outcomes (PLO)

1. **Apply reading and writing skills to purposefully and creatively express thoughts and ideas.**
2. **Read and understand a wide range of literature and non-fictional texts.**
3. **Use standard grammar, spelling, punctuation, and editing rules.**
4. **Add, subtract, multiply, and divide rational numbers.**
5. **Solve multiple-step problems involving whole numbers, fractions, decimals, and percent.**

## Program Requirements

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### Course Block Definitions

1. **Required core courses:**

**Block Header**

**Block Footer**

**Override Default Hour Calculations**

No

**Hour Min**

**Hour Max**

**Program Courses**

1. **Course**

BASK 7011 - Basic Math - Lecture 6.000 \* In Review\*

**Non-Course Requirements**

**Subject**

BASK - Basic Skills (NC)

**Course**

BASK 7011 - Basic Math - Lecture 6.000 \* In Review\*

**Condition**

**Hour Range**

**Min**

**Max**

**Exception Identifier**

**Exception**

2. **Course**

BASK 7012 - Basic Reading and Writing - Lecture 6.000 - Lab 0.000 \* In Review\*

**Non-Course Requirements**

**Subject**

**Course**

BASK 7012 - Basic Reading and Writing - Lecture 6.000 - Lab 0.000 \* In Review\*

**Condition**

**Hour Range**

**Min**

**Max**

**Exception Identifier**

**Exception**

CTE Documentation

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

**Gainful Employment**

**Apprenticeship**

**Sponsor Name**

**Sponsor Address**

**Sponsor Phone**

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

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

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

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

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

**Net Annual Labor Demand**

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

**Advisory Committee Recommendations**

**Advisory Committee Members**

**Summary of Recommendations**

**Include Advisory Committee Minutes with Attachments** No

Supporting Documents

---

Attached File

NC\_BASK\_PRAUData\_04202018.pdf (/Form/Program/\_DownloadFile/371/2757?fileId=180)

NC\_BasicSkills\_Citz\_PRAU\_S2018.pdf (/Form/Program/\_DownloadFile/371/2757?fileId=181)

AB 86 North SB County Plan.pdf (/Form/Program/\_DownloadFile/371/2757?fileId=240)

SB 1143 excerpt high lighted.docx (/Form/Program/\_DownloadFile/371/2757?fileId=241)

Bask 7011.docx (/Form/Program/\_DownloadFile/371/2757?fileId=243)

BASK 7012.docx (/Form/Program/\_DownloadFile/371/2757?fileId=244)

Narrative for Basic Skills Certificate.docx (/Form/Program/\_DownloadFile/371/2757?fileId=246)

Narrative for Basic Skills Certificate rev.docx (/Form/Program/\_DownloadFile/371/2757?fileId=374)

**I have attached all supporting documents** Yes

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

## Library Resources

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### Percentage of courses offered distance learning

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

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

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

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

146.00

**Additional comments:**

## Feasibility Analysis - Dean's Page

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**Program Title** Basic Skills

**Top Code** 4930.60 - Elementary Education (Grades 1-8)

**CIP Code** 32.0000: BASIC SKILLS AND DEVELOPMENTAL/REMEDIATION EDUCATION.

**Lecture Load** 0.800

**Lab Load** 0.000

**Total Workload** 0.800

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 146.00

**Other** 0.00

**Total Fiscal Impact** 146.00

### Gainful Employment

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

No

### Feasibility Analysis

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

Courses are currently being offered. The development of this certificate allows the courses to be bundled into a certificate of competency to benefit students. Courses in the certificate would be considered CDCP courses once certificate is approved.

**Course Review Date** 08/19/2019

**Program Review Date** 04/10/2020

**The program is feasible:**

Yes

**The program is not feasible:**

N/A

**Funding Source/Plan**

FTES apportionment for CDCP courses as per new funding formula.

Codes

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Special Dates

Instructional Services

**Date Reviewed Semester** Spring

**Year** 2019

**Catalog Term** 2020/2021

**Top Code** 4930.60 - Elementary Education (Grades 1-8)

**Program Control Number**

**Is CDCP** No

**Originator** Beckelhimer, Kathy

**Origination Date** 11/06/2018

**Comments**

CCCCO Entry

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**Program Goal** Local (community need)

**TOP Code** 4930.60 - Elementary Education (Grades 1-8)

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

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

**Total Hours (Minimum)** 192

**Total Hours (Maximum)** 216

**Annual Completers** 25

**Faculty Workload**

0.800

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials** 146.00

**Gainful Employment**

**Net Annual Labor Demand**

**Program Review Date** 04/10/2020

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date** 10/08/2019

**ALLAN HANCOCK COLLEGE**  
**Program Narrative**  
**Certificate of Competency**  
**Secondary Education/High School Equivalency Exam Preparation**

**Item No. 1. Program Goals and Objectives**

The Secondary Education/High School Equivalency Exam Preparation Certificate will enable students to apply the skills and knowledge necessary to pass the high school equivalency exam and prepare students for achievement of the high school equivalency diploma and for transition to credit courses.

**Objectives:**

- apply reading and writing skills to purposefully and creatively express thoughts and ideas.
- think critically about issues and distinguish between supported and unsupported arguments in a variety of texts such as social science, science, and literary works.
- apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.
- apply the computer skills needed to respond to all question types on the tests such as extended response, short answer and multiple choice, fill-in-the-blank, hot-spot item, dropdown selection items, and drag-and drop items.
- apply test taking strategies and methods.
- apply the skills and knowledge necessary to pass the high school equivalency exam

**Item No. 2. Catalog Description**

Obtaining a High School Equivalency Certificate is key to higher educational goals, better jobs, and stronger life skills. This Secondary Education/High School Equivalency Exam Preparation Certificate will enable students to pass the four subject areas of the high school exam: Language Arts—Reading/Writing, Mathematics, Science, and Social Studies. The Computer Skills class will introduce students to functions needed to respond to all question types on the exam, word process, keyboard, and navigate online websites. Additionally, students will learn effective test-taking strategies, college readiness skills, life skills, and be better prepared for work.

The graduate of the Certificate of Competency in Secondary Education/High School Equivalency Exam Preparation will:

- apply the skills and knowledge necessary to pass any or all the four content areas of the high school equivalency exam tests: Language Arts, Math, Science, and Social Science.
- apply effective test taking strategies and methods.
- think critically about issues and distinguish between supported and unsupported arguments in a variety of texts.
- apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.
- utilize the computer skills needed to respond to all question types on the exams, and learn to navigate online websites and resources

Students must pass assigned course work and assessments at 70% and complete a minimum of 128 hours for the combined courses in order to receive their certificate of competency.

**Required Course Hours: 128 to 144**

Course Prefix & Number	Course Title	Course Hours
BASK 7005	High School Equivalency Exam Preparation	96 – 108
BASK 7013	High School Equivalency Exam Prep: Computer Skills	32 - 36

**Item No. 3. Program Requirements**

There are no prerequisites. However, it is recommended that if a student has been out of school for a long time or has completed less than the eighth-grade level of school, the Basic Skills Certificate of Competency should be completed first. This certificate is the second in the series of the two certificates. Students may take an assessment to determine their reading and math levels and/or self-place. This certificate is aimed at assisting students in passing the four academic subject areas of the high school equivalency exams, mastering computer skills for the test, and achieving college readiness.

Students must pass required course work and assessments at 70% in order to achieve the certificate of competency.

Requirements	Course Prefix and Number	Course Title	Hours
70% pass rate on course work and assessments	BASK 7005	High School Equivalency Exam Preparation	96 – 108
70% pass rate on course work and assessments	BASK 7013	High School Equivalency Exam Prep Computer Skills	32 – 36
Total Hours			128 - 144

Students are encouraged to complete the certificate in one semester, but it is not required. There is no prescribed order for taking the two classes.

**Item No. 4. Master Planning**

Student surveys conducted during the North Santa Barbara County Consortium Planning Process in 2014 indicated a strong desire by Community Education students to achieve a high school equivalency diploma. Eighty-five percent of students selected this type of course work as “Desired classes for Goals.”

This certificate is the second in a coherent package of sequenced certificates. It adheres to the Allan Hancock College Mission to “find innovative ways to enhance student achievement”. The College Strategic Plan further highlights the rationale for this certificate: “Improving student success rates in basic skills requires a concentrated effort by the college, including classroom support and expanded access to support services outside the classroom.” (Page 14). These curriculum changes in noncredit Basic Skills align with SB-1143--the Student Success initiative, particularly the recommendations that focus on “best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.” (Sect 2).

Combined with the specific identification of the need for ladder and sequenced Basic Skills Certificates identified in the AB 86 North Santa Barbara County Three Year plan this certificate is a strategic part of fulfilling our college and community goals.

### **Importance of Earning a High School Diploma Equivalency Certificate:**

The United States Department of Labor: Bureau of Labor Statistics “Career Outlooks” report for September 2014 lists jobs in the U.S. economy based on education level:

<https://www.bls.gov/careeroutlook/2014/article/education-level-and-jobs.htm>

Earning a high school equivalency certificate opens nearly thirty-nine percent of the U.S. job market to a student and more than \$15,000 a year in income. According to the BLS, on average, a worker with less than a high school diploma earned about \$20,350 a year compared to \$35,580 for a worker with a high school diploma. In today’s world, is critical for financial stability and as preparation for higher education. Completion of an AA provides a student with more than \$58,000 a year. In today’s world, earning a high school diploma is critical to financial stability and preparation for higher education.



# Allan Hancock College Course Outline

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**Discipline Placement:** None  
**Department:** Noncredit Education  
**Prefix and Number:** BASK 7005  
**Catalog Course Title:** High School Equivalency Exam Preparation  
**Banner Course Title:** High School Equivalency Exam Preparation

---

## Hours

	Hours per Week (Based on 16 Weeks)
Lecture	6.0
Lab	-
<b>Total Hours</b>	6.0

**Total Min Semester Contacts Hours for 16 weeks:** 96.000

**Total Min Semester Contacts Hours for 18 weeks:** 108.000

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**Grading Method**  
Noncredit no grade

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## Requisites

None

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## Entrance Skills

None

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## Catalog Description

This course is designed to help students prepare for the High School Equivalency Exam such as the GED or HI SET. Students learn the core knowledge and skills needed to pass each of the High School Equivalency Tests. The content areas covered will be Language Arts--Reading/Writing, Mathematics, Science, and Social Studies. Students will also receive instruction in developing test-taking skills and career and college-readiness skills.

---

## Course Content

### Lecture

### Overview of Course

- Language Arts
- Mathematics

- Science
- Social Studies
- Test-taking strategies and skills

## **Language Arts—Reading/Writing**

### **Reading:**

- Summarize details and ideas in publications
- Draw conclusions from ideas expressed by the author
- Make logical inferences from what is stated in the text
- Make logical inferences about characters in the text
- Draw conclusions that require combining ideas from different texts
- Analyze the structure of documents
- Distinguish between supported and unsupported arguments in a document
- Determine the author's point of view and purpose

### **Writing:**

- Unpack a prompt—understand and analyze the question before writing a response
- Generate and organize ideas in an extended response
- Determine what is clearly stated in a text, draw conclusions, infer relationships, make predictions, and determine the main idea in a literary or non-fictional text.
- Respond to a document and write an effective argument that demonstrates strong organizational skills, use of text-based evidence, correct grammar and sentence structure, formal language with good vocabulary and word choice, varied sentence structure and use of transition words, and use of appropriate writing style
- Recognize and edit errors in writing such as run-on sentences, sentence fragments, misspelling, errors in subject-verb agreement, dangling modifiers, and incorrect capitalization, punctuation, and pronoun usage

## **Mathematics**

### **Quantitative Problem Solving:**

- Order and compute with rational numbers
- Simplify numerical expressions
- Interpret distance using a number line
- Reason quantitatively to solve problems involving rational numbers
- Solve problems involving a proportional relationship, ratios, percents, and scale factors
- Compute perimeter, circumference, and area of plane figures
- Compute volume and surface area of prisms, cylinders, cones, pyramids, spheres, and other shapes
- Read and interpret graphs, charts, and other data representations
- Measure the center of a statistical data set
- Determine sample space and use probability models to interpret data using a calculator

### **Algebraic Problem Solving:**

- Simplify, evaluate, and write linear expressions, polynomial expressions and rational expressions
- Write and solve linear equations, linear inequalities and quadratic equations
- Graph an equation in two variables in the coordinate plane; solve problems requiring knowledge of slope
- Determine the equation of a line
- Apply the slope criteria for parallel or perpendicular lines
- Evaluate a function for a given input
- Compare functions in different presentations
- Identify features of a function from graphs or tables

## **Science**

### **Life Science:**

- Understand organisms, their environments, and their life cycles
- Understand the interdependence of organisms

- Recognize the relationships between structure and function in living systems
- Understand the human body and health
- Understand the molecular basis of evolution

### **Physical Science:**

- Recognize observable properties such as size, weight, shape, color, and temperature
- Recognize concepts relating to the position and motion of objects
- Understand principles of light, heat, electricity, and magnetism
- Understand the principles of matter and atomic structure
- Understand the principles of chemical reactions

### **Earth and Space Science:**

- Recognize the properties of earth materials
- Understand Earth's systems, processes, geologic structures, and time
- Understand Earth's movements and position in the solar system
- Understand the sun, other stars, and the solar system

### **Social Studies**

#### **History:**

- Analyze historical sources and recognize perspectives
- Identify interconnections between the past, present, and future
- Understand specific eras in U.S. and world history, including people who have shaped them and the political, economic, and cultural characteristics of those eras

#### **Civics/Government:**

- Understand the role of the citizen in a democratic society, including rights and responsibilities, and informed participation
- Recognize the structure and functions of different levels of government in the United States, including concepts of power and authority
- Understand the purposes and characteristics of various governance systems, with particular emphasis on the U.S. government

#### **Economics:**

- Recognize fundamental economic concepts
- Understand government involvement in the economy, including comparative economic systems and globalization
- Understand consumer economics

#### **Geography:**

- Understand concepts and know terminology of physical and human geography
- Use geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors
- Interpret maps and other visual and technological tools, and analyze case studies

### **Test Taking Strategies**

- Previewing and reviewing questions
- Budgeting test time

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### **Course Objectives**

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

1. apply the skills and knowledge necessary to pass any or all of the High School Equivalency Tests- Language Arts-Reading/Writing, Mathematics, Science, and Social Studies.
  2. think critically about issues and distinguish between supported and unsupported arguments in a variety of texts such as social science, science, and literacy.
  3. apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.
  4. apply effective test-taking strategies and methods.
- 

**Methods of Instruction**

- **Demonstration**  
Teacher led and multi-media presentations
  - **Discussion**  
Small group and class discussion
  - **Lecture**  
Teacher led and multi-media presentations
  - **Methods of Instruction Description:**  
Lecture, instructor guided small group work, self-paced individualized instruction, and instructor directed projects and assignments
- 

**Assignments**

- **In-Class Assignments**  
Complete worksheets, textbook exercises, and official practice tests; answers questions using the official format provided on official tests; complete worksheets using a calculator; and complete group and individual projects.
- 

**Methods of Evaluation**

- **Exams/Tests**
  - **Quizzes**
  - **Projects**
  - **Group Projects**
  - **Class Participation**
  - **Class Work**
  - **Home Work**
  - **Class Performance**
  - **Writing Requirements**
  - **Other**  
Official practice tests, pre and post-tests, quizzes, projects, and writing assignments for extended response lessons. For example, students will achieve the "Ready to Test" score on the official practice tests and post-tests.
- 

**Texts and Other Instructional Materials**

**Adopted Textbooks**

1. Steck-Vaughn *Reasoning Through Language Arts: Test Preparation for the 2014 GED Test* Edition: First 2013 This is the latest version of a preparation text available for the current exams
2. Steck-Vaughn *Mathematical Reasoning: Test Preparation for the 2014 GED Test* Edition: First 2013 This is the latest version of a preparation text available for the current exams.
3. Steck-Vaughn *Social Studies: Test Preparation for the 2014 GED Test* Edition: First 2013 This is the latest version of a preparation text available for the current exams.
4. Steck-Vaughn *Science: Test Preparation for the 2014 GED Test* Edition: First 2013 This is the latest version of a preparation text available for the current exams.

**Supplemental Texts**

None

## **Instructional Materials**

1. High School Equivalency Test preparation textbooks, official practice tests, instructor generated materials, calculators, software programs, and OERs.
- 

## **Student Learning Outcomes**

1. BASK 7005 SLO 1 - Apply the skills, knowledge, and strategies necessary to pass any or all the High School Equivalency Tests: Language Arts--Reading/Writing, Mathematics, Science, and Social Studies.
  2. BASK 7005 SLO 2 - Apply test-taking strategies and tips to successfully pass the High School Equivalency Exam.
  3. BASK 7005 SLO 3 - Apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.
  4. BASK 7005 SLO 4 - Apply effective test-taking strategies and methods.
- 

## **Distance Learning**

This course is not Distance Learning.

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# All Fields

## New Noncredit Program: Secondary Education/High School Equivalency Exam Preparation - Certificate of Competency

### Cover

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**Program Title** Secondary Education/High School Equivalency Exam Preparation

**Department** Noncredit Education

**Discipline** Basic Skills (NC)

**Award Type** Certificate of Competency

**Date Reviewed Semester** Spring

**Year** 2019

**Program Goal** Local (community need)

**Proposed Start** 06/08/2020

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

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

Student surveys conducted during the North Santa Barbara County Consortium Planning Process indicated a strong desire by Basic Skills students to achieve their High School Diploma Equivalency. Eighty-Five percent of students selected this type of course work as "Desired classes for Goals". This certificate will demonstrate achievement of competency in Secondary Education/High School Equivalency Exam Preparation. It creates an accelerated pathway for student success in academic, career, and life skills. It will prepare students for enrollment into credit course work.

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

#### **Proposed Program Mission Statement**

As part of the Mission of Allan Hancock College, the noncredit Secondary Education/High School Equivalency Test Preparation Certificate of Competency enhances student skills for academic achievement, work and life while creating an accelerated pathway to credit course work. It also enhances self-efficacy.

### Co-Contributor

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#### Contributor

- Garcia, Katherine (katherin.garcia1@hancockcollege.edu)

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#### **Program Goals and Objectives**

The Secondary Education/High School Equivalency Exam Preparation Certificate will enable students to apply the skills and knowledge necessary to pass the high school equivalency exam and prepare students for achievement of the high school equivalency diploma and for transition to credit courses.

##### Objectives:

- apply reading and writing skills to purposefully and creatively express thoughts and ideas.
- think critically about issues and distinguish between supported and unsupported arguments in a variety of texts such as social science, science, and literary works.
- apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.
- apply the computer skills needed to respond to all question types on the tests such as extended response, short answer and multiple choice, fill-in-the-blank, hot-spot item, dropdown selection items, and drag-and drop items.

- apply test taking strategies and methods.
- apply the skills and knowledge necessary to pass the high school equivalency exam

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

This new certificate combines existing courses. These curriculum changes focus on increasing college and career readiness for students.

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

This certificate is the second in a coherent package of sequenced certificates. It adheres to the Allan Hancock College Mission to “find innovative ways to enhance student achievement”. The College Strategic Plan further highlights the rationale for this certificate: “Improving student success rates in basic skills requires a concentrated effort by the college, including classroom support and expanded access to support services outside the classroom.” (Page 14). These curriculum changes in noncredit Basic Skills align with SB-1143--the Student Success initiative, particularly the recommendations that focus on “best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.” (Sect 2).

Combined with the specific identification of the need for ladder and sequenced Basic Skills Certificates identified in the AB 86 North Santa Barbara County Three Year plan this certificate is a strategic part of fulfilling our college and community goals.

**Enrollment and Completer Projections**

**Enter estimated number of program completers:**

30

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

BASK Tableau enrollment data for 2017-2018 school year.

**Place of Program in Existing Curriculum**

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

These courses exist in noncredit, but this certificate updates and improves the offerings and provides an accelerated pathway.

Similar Programs in the Service Area

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

There are none.

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

Mia Ruiz, coordinator for noncredit Basic Skills program at Cuesta College.

Adequate Resources

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

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

Other No

**Please specify**

none

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

Yes, they are adequate

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

Carlos Gonzalez, Katherine Garcia, Lilia Wambolt, Wendy Flores, Florentino Aleman, Hedy Saurez.

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

Yes, but ongoing search for qualified instructors is always a good idea.

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

Computer Equipped Classrooms with multimedia equipment.

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

Yes.

Catalog Description

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## Catalog Description

Obtaining a High School Equivalency Certificate is key to higher educational goals, better jobs, and stronger life skills. This Secondary Education/High School Equivalency Exam Preparation Certificate will enable students to pass the four subject areas of the high school exam: Language Arts—Reading/Writing, Mathematics, Science, and Social Studies. The Computer Skills class will introduce students to functions needed to respond to all question types on the exam, word process, keyboard, and navigate online websites. Additionally, students will learn effective test-taking strategies, college readiness skills, life skills, and be better prepared for work.

## Program Completion Requirements

Students will be placed using assessment tools and will move through the course work where their competency will be measured using post tests, class work, and class projects that demonstrate mastery of SLOs.

## Program Learning Outcomes (PLO)

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Program Learning Outcomes (PLO)

1. **Apply the skills and knowledge necessary to pass any or all of the four content areas of the high school equivalency exam tests: Language Arts, Math, Science, and Social Science.**
2. **Apply Effective Test Taking Strategies and Methods.**
3. **Think critically about issues and distinguish between supported and unsupported arguments in a variety of texts.**
4. **Apply mathematics to solve real life problems using mathematical modeling and problem-solving techniques.**
5. **Utilize the computer skills needed to respond to all question types on the exams, word process, keyboard, and learn to navigate online websites and resources.**

## Program Requirements

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Course Block Definitions

1. **Required core courses (128-144 hours)**

**Block Header**

**Block Footer**

**Override Default Hour Calculations**

No

**Hour Min**

**Hour Max**

**Program Courses**

1. **Course**

BASK 7005 - High School Equivalency Exam Preparation - Lecture 6.000 \* In Review\*

**Non-Course Requirements**

**Subject**

BASK - Basic Skills (NC)

**Course**

BASK 7005 - High School Equivalency Exam Preparation - Lecture 6.000 \* In Review\*

**Condition**

**Hour Range**

**Min**

**Max**

**Exception Identifier**



**Exception**

2. **Course**

BASK 7013 - High School Equivalency Exam Prep: Computer Skills \* In Review\*

**Non-Course Requirements**

**Subject**

BASK - Basic Skills (NC)

**Course**

BASK 7013 - High School Equivalency Exam Prep: Computer Skills \* In Review\*

**Condition**

**Hour Range**

**Min**

**Max**

**Exception Identifier**

**Exception**

CTE Documentation

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

**Gainful Employment**

**Apprenticeship**

**Sponsor Name** n/a

**Sponsor Address** n/a

**Sponsor Phone** n/a

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

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

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

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

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

n/a

**Net Annual Labor Demand**

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

0

**Advisory Committee Recommendations**

**Advisory Committee Members**

n/a

**Summary of Recommendations**

n/a

**Include Advisory Committee Minutes with Attachments** No

Supporting Documents

---

Attached File

BASK 7005.docx (/Form/Program/\_DownloadFile/387/2757?fileId=216)

BASK 7013.docx (/Form/Program/\_DownloadFile/387/2757?fileId=217)

NC\_BASK\_PRAUData\_04202018 (1).pdf (/Form/Program/\_DownloadFile/387/2757?fileId=218)  
Figure 18 P. 36 Adult Ed Planning Process.docx (/Form/Program/\_DownloadFile/387/2757?fileId=219)  
Program Review 2018 K. Beckelhymer.docx (/Form/Program/\_DownloadFile/387/2757?fileId=220)  
Screen shot page 55 Fig Table 3.1.docx (/Form/Program/\_DownloadFile/387/2757?fileId=254)  
Narrative for Secondary Education Certificate.docx (/Form/Program/\_DownloadFile/387/2757?fileId=255)

**I have attached all supporting documents** Yes

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

## Library Resources

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### **Percentage of courses offered distance learning**

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

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

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

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

#### **Additional comments:**

The library has adequate resources to support this course and no purchases are required.

## Feasibility Analysis - Dean's Page

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**Program Title** Secondary Education/High School Equivalency Exam Preparation

**Top Code** 4930.62 - Secondary Education (Grades 9-12) and G.E.D.

**CIP Code** 53.0201: High School Equivalence Certificate Program.

**Lecture Load** 0.400

**Lab Load** 0.040

**Total Workload** 0.440

**New Faculty** 0.00

**New Equipment Needs** 0.00

**Facilities/Repairs** 0.00

**New Support Staff** 0.00

**Library Materials** 0.00

**Other** 0.00

**Total Fiscal Impact** 0.00

### **Gainful Employment**

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

No

### **Feasibility Analysis**

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

New program aligns with Hancock's mission, CCCs mission, and new funding requirements (i.e. certificate completion).

**Course Review Date** 08/19/2019

**Program Review Date** 04/10/2020

### **The program is feasible:**

The new program is feasible. This new certificate bundles two existing noncredit basic skills courses into a certificate of competency in Basic Skills.

### **The program is not feasible:**

N/A

**Funding Source/Plan**

FTES + certificate completion (as per new funding formula).

**Codes**

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**Special Dates**

- Academic Senate  
09/17/2019
- Board of Trustees  
10/08/2019

**Instructional Services**

**Date Reviewed Semester** Spring

**Year** 2019

**Catalog Term** 2020/2021

**Top Code** 4930.62 - Secondary Education (Grades 9-12) and G.E.D.

**Program Control Number**

**Is CDCP** Yes

**Originator** Beckelhymer, Kathy

**Origination Date** 01/14/2019

**Comments**

**CCCCO Entry**

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**Program Goal** Local (community need)

**TOP Code** 4930.62 - Secondary Education (Grades 9-12) and G.E.D.

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

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

**Total Hours (Minimum)** 128

**Total Hours (Maximum)** 144

**Annual Completers** 30

**Faculty Workload**

0.400

**New Faculty Position**

**New Equipment** 0.00

**New/Remodeled Facilities**

**Library Materials**

**Gainful Employment**

**Net Annual Labor Demand** 0

**Program Review Date** 04/10/2020

**Apprenticeship**

**Distance Education Percentage**

**District Governing Board Approval Date** 10/08/2019

# Allan Hancock College

## Program Outline

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**Title:** AGRIBUSINESS: Wine Business

**Award Type:** Associate in Science

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Designed for students preparing for or advancing in careers involving selling wine to wholesalers, retailers, brokers, restaurants, and the public. Those seeking to enter or upgrade careers in the wine industry in marketing, public relations, and promotion will find this program suited to their needs.

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**The graduate of the Associate in Science in AGRIBUSINESS: Wine Business will:**

- Identify and suggest business strategies in the wine and grape industry considering financial management principles of vineyard and winery operations and strategic planning.
  - Analyze promotion, selling, marketing and distribution possibilities.
  - Evaluate benchmarking and brand name recognition alternatives.
  - Analyze consumer and market conditions.
  - Consider accounting, logistics, compliance, legal, labor and tax issues in the wine industry.
- 

### Program Requirements

**A major of 25 units is required for the associate in science degree.**

**Required core courses (12 units):**

**Units: 12**

AG101	Introduction to Winemaking/Enology	3
AG102	Introduction to Viticulture	3
AG105	Wine Marketing and Sales	3
AG114	Wine Business	3

**Plus a minimum of 13 units selected from the following:**

**Units: 13**

ACCT105	Introduction to Accounting	3
AG103	Sensory Evaluation of Wine	3
AG104	Advanced Sensory Evaluation of Wine	3
AG106	Winery and Vineyard Financial Management	3
AG149	Cooperative Work Experience: Occupation	1 - 8
AG301	Pairing Wine and Food	0.5
AG302	Progressive Wine and Food Pairing	0.5
AG303	European Wine and Food	0.5
AG320	Wine Tasting Room Sales	1.5
BUS101	Introduction to Business	3
BUS103	Advertising	3
BUS104	Business Organization and Management	3
BUS110	Business Law	3
BUS160	Business Communications	3

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**Total Program Units**

**25**

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# Allan Hancock College

## Program Outline

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**Title:** Office Systems Analysis

**Award Type:** Certificate of Accomplishment

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This certificate specializes in office applications. Students learn to manage projects from the design phase through implementation. The coursework also includes fundamentals of program management and computer programming.

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**The graduate of the Certificate of Accomplishment in Office Systems Analysis will:**

- Understand the fundamentals of business and how they relate to information systems needs of a business.
  - Use effective written and oral communication to support business information systems needs.
  - Develop technical skills to analyze and solve problems both independently and in teams, using a variety of problem-solving approaches and selecting the appropriate software.
  - Analyze/design/develop/deploy/maintain and manage business applications.
- 

### Program Requirements

**A total of 12 units is required for the certificate.**

<b>Core courses</b>		<b>Units: 12</b>
CBIS101	Computer Concepts & Applications	3
CBIS112	Intro to Visual Basic Program	3
CBIS141	Active Microsoft Excel-Comprehensive	3
CBIS142	Microsoft Access-Comprehensive	3

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**Total Program Units** **12**

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# Allan Hancock College

## Program Outline

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**Title:** Film and Video Production

**Award Type:** Associate in Science

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The Film and Video Program prepares students for a wide variety of positions in the motion picture broadcast industries. Students write, produce and edit narrative and documentary projects in a series of courses designed to bring students from beginning through intermediate production and post-production technique. All courses provide students access to the latest in digital production and post-production technology. In addition, students learn to critically interpret motion pictures through a series of courses in film history and aesthetics.

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**The graduate of the Associate in Science in Film and Video Production will:**

- Utilize camera, sound, editing and lighting equipment in a professional capacity.
  - Write compelling narrative stories in proper screenplay format and structure.
  - Apply analysis and critical evaluation to cinematic works through discourse and writing.
- 

### Program Requirements

**A major of 39 units is required for the associate in science degree.**

**Units: 26**

**Required core courses (26 units):**

FILM101	Film as Art and Communication	3
FILM104	Documentary Studies	3
or		
FILM107	History of World Cinema	3
FILM105	Film and Television Writing 1	3
FILM110	Introduction to Motion Picture and Video Production	4
FILM111	Intermediate Motion Picture and Video Production	4
FILM125	Computer Video Editing	3
or		
MMAC125	Computer Video Editing	3
FILM126	Introduction to Motion Graphics	3
or		
MMAC126	Introduction to Motion Graphics	3
PHTO110	Basic Photography	3

**Plus a minimum of 13 units selected from the following:**

**Units: 13**

ART115	Introduction to Animation	3
or		
MMAC115	Introduction To Animation	3
FILM102	Hollywood and the American Film	3
FILM103	Contemporary Latin American Film	3
FILM106	Film and Television Writing II	3
FILM109	Contemporary Asian Cinema	3
FILM120	Introduction to Sound Recording and Mixing	3
FILM121	Sound Production Techniques	3

FILM123	Directing for the Camera	2
FILM127	Digital Video Post-Production	3
or		
MMAC127	Digital Video Post-Production	3
FILM189	Independent Projects in Film	1 - 3
FILM199	Special Topics in Film	3
FILM386	Film Festival Production Lab	2
GRPH111	Digital Imagery Lab	1
GRPH112	Digital Imagery	3
MMAC101	Introduction to Multimedia	2
MMAC102	Introduction to Multimedia Lab	1

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**Total Program Units**

**39**

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