

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate
- List all prerequisite skills, program requirements, or enrollment limitations per Title 5 section 58106 <http://govt.westlaw.com/calregs/Search/Index>
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The Architectural Commercial Design Skill Award trains the student in the design techniques for the design of a one and two-story commercial structure. Advanced instruction in the area of interior design is also included. Upon completion of this skill award, the student may enter the workforce as a commercial and interior design drafter/designer. Students will also complete a portfolio of their work from previous architecture classes. This is the third of three stackable skill awards for Architectural Design.

If from Section 1, the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then state the main competencies that students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

This skill award prepares the student for the occupation of Architectural Commercial Designer. The student will also be eligible for jobs that require experience in the design and documentation of commercial structures and their interior spaces.

The student will be able to take instructions from an architect, engineer, and/or designer and create construction documents for commercial structures. Students will also be able to apply local and regional codes to ensure that the structure meets these requirements.

If from Section 1, the associate degree program goal selected is "Transfer" or "Career Technical Education (CTE) and Transfer," then statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

PROGRAM LEARNING OUTCOMES

This program was developed due to SLO assessment data findings

This program was revised or created due to findings from learning outcomes assessment.

SLO Description

PLANNING

CDCP Eligibility Category : (J) Workforce Preparation

Evidence of high employment potential is required and can be demonstrated in one of two ways:

ESSENTIALITY

How is the program essential to the mission of Glendale Community College (<http://www.glendale.edu/about-gcc/about-gcc/mission-statement-objectives-and-functions>) and California Community College system (<http://law.onecle.com/california/education/66010.4.html>)?

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and the college including related community support. If any expenditure values were entered earlier on in the proposal for facilities or other resources then please explain the specific needs for facilities and equipment in this section and respond to each of the following sub questions below.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirements, etc.)

The Architectural Advanced Commercial Skill Award falls under the third educational area of the mission statement, Career and technical education. This skill award also falls under function "C" of the six primary functions.

How does the program support the college's master plan (<http://www.glendale.edu/home/showdocument?id=7632>)?

The Architectural Advanced Residential Skill Award falls under Strategic Goal 2 of the Master plan, Economic and Workforce Development. This is done by providing training for workers in the field of commercial and interior design by instructing them in the latest techniques of documenting and designing these structures.

INTERNAL DEMAND

Will this new program fulfill a current need ?

Yes

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

What is the expected number of annual completers?

18

For revisions to existing programs--use the information from our internal Campus Profile (<http://www.glendale.edu/index.aspx?page=4464>) and average out the number of completers over the last three years. For new programs, use evidence from programs with similar demographics etc. around the state.

What, if any, enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?

Provide details on courses or components of the program that students will rely on to meet requirements or prerequisites for other programs at GCC (e.g. for major in another discipline, general education, licensing, etc.)

EXTERNAL DEMAND

EDUCATIONAL DEMAND

How is demand being met by regional competitors (including private and public two-year and four-year colleges)? Provide enrollment evidence from regional peers that justifies the need for this program.

EMPLOYMENT DEMAND

FOR CTE PROGRAMS ONLY, NET ANNUAL LABOR DEMAND : 14

For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

ADDITIONAL SUPPORTING DOCUMENTATION-CTE

Create a list of occupational titles with high employment potential (<http://www.labormarketinfo.edd.ca.gov>)

Include the list of occupations in the textbox above or

Complete the ADDITIONAL SUPPORTING DOCUMENTATION-CTE question 1 (above).

Net annual Labor Demand: 160

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=interior+design&careerID=&menuChoice=occExplorer&geogArea=0601000000&socode=271021&search=Explore+Occupation>

For CTE programs only, what are the indications of student interest in the proposed program and how were they determined?

FOR CTE PROGRAMS ONLY, CTE REGIONAL
CONSORTIUM APPROVAL DATE :

OPPORTUNITY ANALYSIS

Are there opportunities with regard to online education? What is the program's level of adaptability to technology?

Yes, there is an opportunity for a portion of the skill award to be taught using online methods. The four classes have the potential to be taught in an on-line or hybrid format.

Are there restricted funds available at the college that would provide resources for this program?

Describe any political, environmental, social, technological, economic, or legal trends that are relevant opportunities or threats for this program?

PROGRAM ADVISORY

INDICATE WHETHER THE PROGRAM HAS OR WILL HAVE AN ADVISORY BOARD.

If the program has an advisory board, attach minutes from meetings indicating need for the program.

RESOURCES

Will adopting this program increase the total number of students to be served by College ? :

If yes how many ?

0

FACULTY WORKLOAD : 0

This is the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the program during the first full year of operation, regardless of whether they are new or existing



PROGRAM REPORT

faculty. This number has been calculated by determining the sum of the FTEF allocated for each individual course students are required to take as part of the program during their first year of coursework. The Program Course Approval Handbook states that this number will typically be between .5 and .7.

Will this program increase the hours of instruction of the department ? :

How will the section offerings be modified if the program is offered? Will the courses be offered in lieu of existing sections of another course ? :

Will its adoption require that GCC employ additional staff ? :

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

Subject	Course Number	Course Title	Type
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**G
E**

GENERAL EDUCATION PATTERN(s)

WHAT COURSES IN THE PROGRAM CAN BE DELIVERED ONLINE OR HYBRID?

Subject	Course Number	Course Title	Type
CURRICULUM / SIMILAR PROGRAMS			

What related programs does the college offer?

Two of the four courses, Arch 130 and Arch 135, are currently part of the Architecture Drafting and Design Certificate.

Does the program establish a new direction for the college?

Will this new program fulfill a current need ?

Will there be courses in common shared by this program and another existing program?

Will programs share resources? Describe service, if any, to other disciplines that this proposed program will provide. Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services?

Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

What are all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. For CTE programs, the LAOC Consortium requires that a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

Required Courses

	Subject	Number	Title	Units
	ARCH	130	Commercial Architectural Design I	3
	ARCH	135	Commercial Architectural Design II	3
	ARCH	142	Advanced Interior Design	3
	ARCH	240	Architectural Portfolio Development	5

Restricted Elective Courses

	Subject	Number	Title	Units
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Program Schedule

textBox60

	Subject	Number	Title
			Term 1
			Required
			Required (Options)
			Elective
			Term 2
			Required
			Required (Options)
			Elective
			Term 3
			Required
			Required (Options)

			Elective
			Term 4
			Required
			Required (Options)
			Elective
			Term 5
			Required
			Required (Options)
			Elective
			Term 6
			Required
			Required (Options)
			Elective
			Term 7
			Required
			Required (Options)
			Elective
			Term 8
			Required

			Required (Options)
			Elective
			Term 9
			Required
			Required (Options)
			Elective
			Term 10
			Required
			Required (Options)
			Elective

TYPES OF CHANGE

New Program, Change in Location or Geographic Area Served, Control or Legal Status, Direct Assessment, Contractual Relationship, or Other Changes or Inquiries

- Baccalaureate Degree
- ADT/AA/AS or Certificate

Does the College have certificates or degrees in related disciplines to the new program?

Will the College be allocating significant additional resources (human, fiscal, physical, technological) to start and sustain the new Program? *

- Distance Education

Is the DE Program intended to be completed fully online?

Has the College ever submitted a DE Substantive Change proposal in the past?

Correspondence Education

Has the College ever submitted a CE Substantive Change proposal in the past?

Change in Credit Awarded

Increase or decrease in clock or credit hours

Change from clock hours to credit hours or credit hours to clock hours

Change in Location or Geographic Area Served

New permanent off-campus location (dual credit programs at high school or prisons are not considered substantive changes)

Is the new location owned by the College or does the College hold a long-term lease on the property (at least 5 years)?

Control or Legal Status

Change in the Control or Legal Status of the Institution

Direct Assessment

Implementation of Direct Assessment

Contractual Relationship

- Contractual Relationship with a non-Regionally Accredited organization

Other Changes and Substantive Inquiries

- Other Substantive Changes

For New Programs, which are not deemed as a significant departure from current college offerings, the ACCJC will grant administrative approval. A letter will be sent to the college within 5 business days.

If a Substantive Change is not required, a Non-Substantive Change letter will be automatically sent within 5 business days

Date :

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate
- List all prerequisite skills, program requirements, or enrollment limitations per Title 5 section 58106 <http://govt.westlaw.com/calregs/Search/Index>
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor’s Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The Architectural Interior Design Skill Award is to train the student in the field of Interior Design. Upon completion of this skill award, the student will be able to design and document the requirements for residential and commercial spaces.

If from Section 1, the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then state the main competencies that students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

This skill award prepares the student for the occupation of Interior Design Technician. Students will be able to design and document the interior spaces and structure of residential and commercial structures.

If from Section 1, the associate degree program goal selected is “Transfer” or “Career Technical Education (CTE) and Transfer,” then statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

PROGRAM LEARNING OUTCOMES

This program was developed due to SLO assessment data findings

This program was revised or created due to findings from learning outcomes assessment.

SLO Description

PLANNING

CDCP Eligibility Category :

Evidence of high employment potential is required and can be demonstrated in one of two ways:

ESSENTIALITY

How is the program essential to the mission of Glendale Community College (<http://www.glendale.edu/about-gcc/about-gcc/mission-statement-objectives-and-functions>) and California Community College system (<http://law.onecle.com/california/education/66010.4.html>)?

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and the college including related community support. If any expenditure values were entered earlier on in the proposal for facilities or other resources then please explain the specific needs for facilities and equipment in this section and respond to each of the following sub questions below.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirements, etc.)

The Architectural Interior Design Skill Award falls under the third educational area of the mission statement, Career and technical education. This skill award also falls under function "C" of the six primary functions.

How does the program support the college's master plan (<http://www.glendale.edu/home/showdocument?id=7632>)?

The Architectural Interior Design Skill Award falls under Strategic Goal 2 of the Master plan, Economic and Workforce Development. This is done by providing training for workers in the

interior design field by instructing them in the latest techniques of interpreting and designing these structures.

INTERNAL DEMAND

Will this new program fulfill a current need ?

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

What is the expected number of annual completers?

12

For revisions to existing programs--use the information from our internal Campus Profile (<http://www.glendale.edu/index.aspx?page=4464>) and average out the number of completers over the last three years. For new programs, use evidence from programs with similar demographics etc. around the state.

What, if any, enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?

Provide details on courses or components of the program that students will rely on to meet requirements or prerequisites for other programs at GCC (e.g. for major in another discipline, general education, licensing, etc.)

EXTERNAL DEMAND

EDUCATIONAL DEMAND

How is demand being met by regional competitors (including private and public two-year and four-year colleges)? Provide enrollment evidence from regional peers that justifies the need for this program.

EMPLOYMENT DEMAND

FOR CTE PROGRAMS ONLY, NET ANNUAL LABOR DEMAND : 6

For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

ADDITIONAL SUPPORTING DOCUMENTATION-CTE

Create a list of occupational titles with high employment potential (<http://www.labormarketinfo.edd.ca.gov>)

Include the list of occupations in the textbox above or

Complete the ADDITIONAL SUPPORTING DOCUMENTATION-CTE question 1 (above).

Net Annual Labor Demand: 670

<http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?socode=271025>

For CTE programs only, what are the indications of student interest in the proposed program and how were they determined?

FOR CTE PROGRAMS ONLY, CTE REGIONAL
CONSORTIUM APPROVAL DATE :

OPPORTUNITY ANALYSIS

Are there opportunities with regard to online education? What is the program’s level of adaptability to technology?

Yes, there is an opportunity for a portion of the skill award to be taught using online methods. The classes all have the potential to be taught in an on-line or hybrid format.

Are there restricted funds available at the college that would provide resources for this program?

Describe any political, environmental, social, technological, economic, or legal trends that are relevant opportunities or threats for this program?

PROGRAM ADVISORY

INDICATE WHETHER THE PROGRAM HAS OR WILL HAVE AN ADVISORY BOARD.

If the program has an advisory board, attach minutes from meetings indicating need for the program.

RESOURCES

Will adopting this program increase the total number of students to be served by College ? :

If yes how many ?

0

FACULTY WORKLOAD : 0

This is the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the program during the first full year of operation, regardless of whether they are new or existing faculty. This number has been calculated by determining the sum of the FTEF allocated for each individual course students are required to take as part of the program during their first year of coursework. The Program Course Approval Handbook states that this number will typically be between .5 and .7.

Will this program increase the hours of instruction of the department ? :

How will the section offerings be modified if the program is offered? Will the courses be offered in lieu of existing sections of another course ? :

Will its adoption require that GCC employ additional staff ? :



PROGRAM REPORT

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type
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WHAT COURSES IN THE PROGRAM CAN BE DELIVERED ONLINE OR HYBRID?

Subject	Course Number	Course Title	Type
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CURRICULUM / SIMILAR PROGRAMS

What related programs does the college offer?

One of the two classes, Arch 141, is being proposed as an additional class of the Architecture Drafting and Design Certificate.

Does the program establish a new direction for the college?

Will this new program fulfill a current need ?

Will there be courses in common shared by this program and another existing program?



Will programs share resources? Describe service, if any, to other disciplines that this proposed program will provide. Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services?

Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

What are all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. For CTE programs, the LAOC Consortium requires that a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

Required Courses

	Subject	Number	Title	Units
	ARCH	141	Interior Design	3
	ARCH	142	Advanced Interior Design	3

Restricted Elective Courses

	Subject	Number	Title	Units
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Program Schedule

textBox60

	Subject	Number	Title
			Term 1
			Required
			Required (Options)

			Elective
			Term 2
			Required
			Required (Options)
			Elective
			Term 3
			Required
			Required (Options)
			Elective
			Term 4
			Required
			Required (Options)
			Elective
			Term 5
			Required
			Required (Options)
			Elective
			Term 6
			Required

			Required (Options)
			Elective
			Term 7
			Required
			Required (Options)
			Elective
			Term 8
			Required
			Required (Options)
			Elective
			Term 9
			Required
			Required (Options)
			Elective
			Term 10
			Required
			Required (Options)
			Elective

TYPES OF CHANGE

New Program, Change in Location or Geographic Area Served, Control or Legal Status, Direct Assessment, Contractual Relationship, or Other Changes or Inquiries

Baccalaureate Degree

ADT/AA/AS or Certificate

Does the College have certificates or degrees in related disciplines to the new program?

Will the College be allocating significant additional resources (human, fiscal, physical, technological) to start and sustain the new Program? *

Distance Education

Is the DE Program intended to be completed fully online?

Has the College ever submitted a DE Substantive Change proposal in the past?

Correspondence Education

Has the College ever submitted a CE Substantive Change proposal in the past?

Change in Credit Awarded

Increase or decrease in clock or credit hours

Change from clock hours to credit hours or credit hours to clock hours

Change in Location or Geographic Area Served

New permanent off-campus location (dual credit programs at high school or prisons are not considered substantive changes)

Is the new location owned by the College or does the College hold a long-term lease on the property (at least 5 years)?

Control or Legal Status

Change in the Control or Legal Status of the Institution

Direct Assessment

Implementation of Direct Assessment

Contractual Relationship

Contractual Relationship with a non-Regionally Accredited organization

Other Changes and Substantive Inquiries

Other Substantive Changes

For New Programs, which are not deemed as a significant departure from current college offerings, the ACCJC will grant administrative approval. A letter will be sent to the college within 5 business days.

If a Substantive Change is not required, a Non-Substantive Change letter will be automatically sent within 5 business days

Date :

CATALOG DESCRIPTION

Description of the nature of the program, its objectives, the rationale for it, the skills or knowledge that students will acquire, and the relationship of the proposed program to the general field of study:

This degree program is designed for transfer students who plan to obtain a Bachelor's degree. Completion of this AA-T will satisfy all lower division general education for the California State University.

The goals of the proposed program are to align with the CSU Bachelor of Arts-Liberal Studies. The Associate in Arts in Elementary Teacher Education for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Liberal Studies with the focus on preparing students to enter an

Elementary (Multiple Subject) Teaching Credential Program.

Upon completion of the appropriate four-year institution degree and credential program the Elementary (Multiple Subject) Teaching Credentials authorize the holder to teach in self-contained classrooms such as classroom settings in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple

Subject Teaching Credential may serve in a core or team teaching setting.

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate
- List all prerequisite skills, program requirements, or enrollment limitations per Title 5 section 58106 <http://govt.westlaw.com/calregs/Search/Index>
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice,

there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

This elementary education degree is designed to prepare students to transfer to a four-year university with an Associate Degree in Elementary Teacher Education. Students will compete the lower-division requirements, including pre-professional supervised experience, needed to be prepared to enter an Elementary (Multiple Subject) Teaching Credential Program. Along with their general education requirements, students will begin their study of how children develop, as well as the theories and practices of becoming an elementary school teacher.

If from Section 1, the associate degree program goal selected is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then state the main competencies that students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

N/A

If from Section 1, the associate degree program goal selected is "Transfer" or "Career Technical Education (CTE) and Transfer," then statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

This degree has been designed to meet the introductory content area and subject area requirements for teaching at the elementary school level. Careful consideration was given to identify specific matches to CSU general education requirements for transfer. Students will be prepared to transfer to CSU institutions.

PROGRAM LEARNING OUTCOMES

This program was developed due to SLO assessment data findings

No

Upon completion of the program students will be able to: apply developmental theories to elementary school-age children and elementary school classrooms, demonstrate an introductory understanding of the requirements of the Multiple Subject Teaching Credential, and discuss the history of education and current trends in education.

This program was revised or created due to findings from learning outcomes assessment.

SLO Description

PLANNING

CDCP Eligibility Category : (J) Workforce Preparation

Evidence of high employment potential is required and can be demonstrated in one of two ways:

According to California's Labor Market info (<http://www.labormarketinfo.edd.ca.gov/OccGuides/Detail.aspx?Soccode=252021&Geography=0604000037>), job opportunities for elementary school teachers will vary from good to excellent. In Los Angeles County, the number of elementary school teachers is expected to increase by 12.5%, or 4,160 jobs, between 2012-2022. On average, 1,330 new jobs will open every year for elementary school teachers.

ESSENTIALITY

How is the program essential to the mission of Glendale Community College (<http://www.glendale.edu/about-gcc/about-gcc/mission-statement-objectives-and-functions>) and California Community College system (<http://law.onecle.com/california/education/66010.4.html>)?

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and the college including related community support. If any expenditure values were entered earlier on in the proposal for facilities or other resources then please explain the specific needs for facilities and equipment in this section and respond to each of the following sub questions below.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester units) must be addressed in this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirements, etc.)

The Elementary Teacher Education degree will offer a program of instruction to educate and train students to begin their course of study as elementary school teachers. This program will prepare candidates to meet the demands of teaching as we navigate the 21st century. Currently, GCC students who wish to become elementary school teachers do not have a course of study that will allow them to begin their actual field work. This program will give students this experience as well as afford them the opportunity to begin to construct their philosophy of teaching under the guidance of the Child Development Department and its "whole child" point of view.

How does the program support the college's master plan (<http://www.glendale.edu/home/showdocument?id=7632>)?

In keeping with the institutional mission, the Elementary Teacher Education degree will be “preparing teachers to serve in a culturally diverse world.” This ideology will both inform and guide the structure and delivery of program opportunities. It is manifest in our goal to help future educators to reflect critically on the process of teaching, their relationships to students, and the role of education in a pluralistic society. This program will also give the college an opportunity to reach out into the community as we establish relationships with local elementary schools where practicum students will be placed.

INTERNAL DEMAND

Will this new program fulfill a current need ?

Yes

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

What is the expected number of annual completers?

5

For revisions to existing programs--use the information from our internal Campus Profile (<http://www.glendale.edu/index.aspx?page=4464>) and average out the number of completers over the last three years. For new programs, use evidence from programs with similar demographics etc. around the state.

What, if any, enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?

No. This is just creating a transfer pathway for students who wish to become elementary school teachers.

Provide details on courses or components of the program that students will rely on to meet requirements or prerequisites for other programs at GCC (e.g. for major in another discipline, general education, licensing, etc.)

N/A

EXTERNAL DEMAND

EDUCATIONAL DEMAND

How is demand being met by regional competitors (including private and public two-year and four-year colleges)? Provide enrollment evidence from regional peers that justifies the need for this program.

There are similar programs offered by our regional peers (e.g., Pasadena City College and Santa Monica). See "evidence of high employment potential" above.

EMPLOYMENT DEMAND

FOR CTE PROGRAMS ONLY, NET ANNUAL LABOR DEMAND : 0

For programs with a selected program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

ADDITIONAL SUPPORTING DOCUMENTATION-CTE

Create a list of occupational titles with high employment potential (<http://www.labormarketinfo.edd.ca.gov>)

Include the list of occupations in the textbox above or

Complete the ADDITIONAL SUPPORTING DOCUMENTATION-CTE question 1 (above).

For CTE programs only, what are the indications of student interest in the proposed program and how were they determined?

FOR CTE PROGRAMS ONLY, CTE REGIONAL
CONSORTIUM APPROVAL DATE :

OPPORTUNITY ANALYSIS

Are there opportunities with regard to online education? What is the program's level of adaptability to technology?

Yes there are opportunities: many courses are already offered online.

Are there restricted funds available at the college that would provide resources for this program?

No

Describe any political, environmental, social, technological, economic, or legal trends that are relevant opportunities or threats for this program?

See "evidence of high employment potential" above.

PROGRAM ADVISORY

INDICATE WHETHER THE PROGRAM HAS OR WILL HAVE AN ADVISORY BOARD.

No. This degree is primarily for transfer.

If the program has an advisory board, attach minutes from meetings indicating need for the program.

RESOURCES

Will adopting this program increase the total number of students to be served by College ? :

Yes

If yes how many ?

5

FACULTY WORKLOAD : 0.6

This is the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the program during the first full year of operation, regardless of whether they are new or existing faculty. This number has been calculated by determining the sum of the FTEF allocated for each individual course students are required to take as part of the program during their first year of coursework. The Program Course Approval Handbook states that this number will typically be between .5 and .7.

Will this program increase the hours of instruction of the department ? :

Yes

How will the section offerings be modified if the program is offered? Will the courses be offered in lieu of existing sections of another course ? :

No

Will its adoption require that GCC employ additional staff ? :

No

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		
<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

PROGRAM REVIEW DATE : 12/10/2019

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type
GEOL	105	Earth and Life through Time	CSUBreadth
SPCH	101	Public Speaking	CSUBreadth
ENGL	101	Freshman English	CSUBreadth
CHEM	110	Elements Of General Chemistry	CSUBreadth
PHY	110	Introduction To Physics	CSUBreadth
BIOL	122	Introduction To Biology	CSUBreadth



PROGRAM REPORT

PHILO	101	Introduction To Philosophy	CSUBreadth
PHILO	116	Ethics For Modern Life	CSUBreadth
ANTHR	105	Culture And Communication	CSUBreadth
ENGL	109	Introduction to World Literature from Ancient Times to 1700	CSUBreadth
ENGL	110	Introduction to World Literature from 1700 to the Present Time	CSUBreadth
ENGL	127	Children's Literature	CSUBreadth
ENGL	122	American Literature To 1865	CSUBreadth
ENGL	123	American Literature From 1865 To The Present	CSUBreadth
HUMAN	105	The Human Struggle	CSUBreadth
HIST	117	United States History, 1550-1877	CSUBreadth
DANCE	100	Survey Of Dance History	CSUBreadth

T ART	101	Introduction To Theatre	CSUBreadth
ART	115	Survey Of Non-Western Art History	CSUBreadth
ENGL	105	Survey Of English Literature From AngloSaxon Period To 1780	CSUBreadth
ENGL	106	Survey of English Literature From 1780 To The Present Time	CSUBreadth
CHLDV	135	Child Growth And Development	CSUBreadth
CHLDV	135	Child Growth And Development	CSUBreadth
MATH	138	Mathematics For Elementary Teachers I	CSUBreadth
HIST	140	World History to 1500	CSUBreadth
ENGL	102	Critical Thinking And Literary Analysis	CSUBreadth
POL S	101	Introduction To Government	CSUBreadth
GEOL	105	Earth and Life through Time	IGETC
SPCH	101	Public Speaking	IGETC
ENGL	101	Freshman English	IGETC
CHEM	110	Elements Of General Chemistry	IGETC
PHY	110	Introduction To Physics	IGETC
BIOL	122	Introduction To Biology	IGETC
ENGL	123	American Literature From 1865 To The Present	IGETC
HUMAN	105	The Human Struggle	IGETC
PHILO	101	Introduction To Philosophy	IGETC
PHILO	116	Ethics For Modern Life	IGETC
ANTHR	105	Culture And Communication	IGETC
ART	115	Survey Of Non-Western Art History	IGETC
ENGL	105	Survey Of English Literature From AngloSaxon Period To 1780	IGETC
ENGL	106	Survey of English Literature From 1780 To The Present Time	IGETC
ENGL	109	Introduction to World Literature from Ancient Times to 1700	IGETC

ENGL	110	Introduction to World Literature from 1700 to the Present Time	IGETC
ENGL	122	American Literature To 1865	IGETC
HIST	140	World History to 1500	IGETC
ENGL	102	Critical Thinking And Literary Analysis	IGETC
POL S	101	Introduction To Government	IGETC
HIST	117	United States History, 1550-1877	IGETC



PROGRAM REPORT

DANCE	100	Survey Of Dance History	IGETC
T ART	101	Introduction To Theatre	IGETC
GEOL	105	Earth and Life through Time	GCC Major or GE Requirements
SPCH	101	Public Speaking	GCC Major or GE Requirements
ENGL	101	Freshman English	GCC Major or GE Requirements
CHEM	110	Elements Of General Chemistry	GCC Major or GE Requirements
PHY	110	Introduction To Physics	GCC Major or GE Requirements
BIOL	122	Introduction To Biology	GCC Major or GE Requirements
PHILO	116	Ethics For Modern Life	GCC Major or GE Requirements
ANTHR	105	Culture And Communication	GCC Major or GE Requirements
ENGL	110	Introduction to World Literature from 1700 to the Present Time	GCC Major or GE Requirements
ENGL	127	Children's Literature	GCC Major or GE Requirements
ENGL	122	American Literature To 1865	GCC Major or GE Requirements
ENGL	123	American Literature From 1865 To The Present	GCC Major or GE Requirements

HUMAN	105	The Human Struggle	GCC Major or GE Requirements
PHILO	101	Introduction To Philosophy	GCC Major or GE Requirements
DANCE	100	Survey Of Dance History	GCC Major or GE Requirements
T ART	101	Introduction To Theatre	GCC Major or GE Requirements
ART	115	Survey Of Non-Western Art History	GCC Major or GE Requirements
ENGL	105	Survey Of English Literature From AngloSaxon Period To 1780	GCC Major or GE Requirements
ENGL	106	Survey of English Literature From 1780 To The Present Time	GCC Major or GE Requirements
ENGL	109	Introduction to World Literature from Ancient Times to 1700	GCC Major or GE Requirements
CHLDV	101	Introduction to Elementary Classroom Teaching	GCC Major or GE Requirements

WHAT COURSES IN THE PROGRAM CAN BE DELIVERED ONLINE OR HYBRID?

Subject	Course Number	Course Title	Type
CURRICULUM / SIMILAR PROGRAMS			

What related programs does the college offer?

Child Development, Early Childhood Education, and Liberal Studies.

Does the program establish a new direction for the college?

Yes

Will this new program fulfill a current need ?

MATH	138	Mathematics For Elementary Teachers I	GCC Major or GE Requirements
ENGL	102	Critical Thinking And Literary Analysis	GCC Major or GE Requirements
GEOG	103	World Regional Geography	GCC Major or GE Requirements
POL S	101	Introduction To Government	GCC Major or GE Requirements
HIST	117	United States History, 1550-1877	GCC Major or GE Requirements

Yes

Will there be courses in common shared by this program and another existing program?

Yes

Will programs share resources? Describe service, if any, to other disciplines that this proposed program will provide. Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services?

There will not be any additional resources required for this program, but the program can provide support for any students on campus who may be thinking about pursuing a career in education and/or teaching. Some future educators who may want to be History or Math teachers might major in those disciplines, but the Department will be able to share their knowledge of the requirements of the California Teacher Credentials, etc., for all students. Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

No.

What are all similar programs offered by colleges within commuting distance of the college, commonly known as the “college service area.” A brief description of each program is required. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. For CTE programs, the LAOC Consortium requires that a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

Colleges in our service area, including Pasadena City College, offer programs in Elementary Teacher Education as well as offer courses in general early childhood education. These programs generally include courses in child development and education theory. But there is a growing need for elementary school teachers, as referenced by labor market data in section #3.

Required Courses

	Subject	Number	Title	Units
			REQUIRED COURSES	45 - 50
	CHLDV	101	Introduction to Elementary Classroom Teaching	2
	GEOL	105	Earth and Life through Time	3
and	GEOL	115	Earth and Life through Time Lab	1
	SPCH	101	Public Speaking	3
	ENGL	101	Freshman English	3
	CHEM	110	Elements Of General Chemistry	5
	PHY	110	Introduction To Physics	3
	BIOL	122	Introduction To Biology	4
	MATH	138	Mathematics For Elementary Teachers I	3
	HIST	140	World History to 1500	3
	ENGL	102	Critical Thinking And Literary Analysis	3
	GEOG	103	World Regional Geography	3

	POL S	101	Introduction To Government	3
	HIST	117	United States History, 1550-1877	3
	CHLDV	135	Child Growth And Development	3
			LIST A	3 - 3
			Any course articulated as fulfilling CSU GE A3 with Freshman Composition as a prerequisite	3 - 3
			LIST B	3 - 3
	DANCE	100	Survey Of Dance History	3



PROGRAM REPORT

	T ART	101	Introduction To Theatre	3
	ART	115	Survey Of Non-Western Art History	3
			LIST C (up to twelve additional units)	3 - 12
	ENGL	105	Survey Of English Literature From Anglo-Saxon Period To 1780	3
	ENGL	106	Survey of English Literature From 1780 To The Present Time	3
	ENGL	109	Introduction to World Literature from Ancient Times to 1700	3
	ENGL	110	Introduction to World Literature from 1700 to the Present Time	3
	ENGL	122	American Literature To 1865	3
	ENGL	123	American Literature From 1865 To The Present	3
	ENGL	127	Children's Literature	3
	HUMAN	105	The Human Struggle	3



	PHILO	101	Introduction To Philosophy	3
	PHILO	116	Ethics For Modern Life	3
	ANTHR	105	Culture And Communication	3

Restricted Elective Courses

	Subject	Number	Title	Units
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Program Schedule

textBox60

	Subject	Number	Title
			Term 1
			Required
	CHLDV	135	Child Growth And Development
			Required (Options)
			Elective
			Term 2
			Required
			Elective
			Term 3
			Required
			Required (Options)
			Elective
			Term 4

			Required
			Required (Options)
			Elective
			Term 5
			Required
			Required (Options)
			Elective
			Term 6
			Required
			Required (Options)
			Elective
			Term 7
			Required
			Required (Options)
			Elective
			Term 8
			Required
			Required (Options)
			Elective
			Term 9
			Required
			Required (Options)
			Elective

			Term 10
			Required
			Required (Options)
			Elective

TYPES OF CHANGE

New Program, Change in Location or Geographic Area Served, Control or Legal Status, Direct Assessment, Contractual Relationship, or Other Changes or Inquiries

Baccalaureate Degree

ADT/AA/AS or Certificate

Does the College have certificates or degrees in related disciplines to the new program?

Will the College be allocating significant additional resources (human, fiscal, physical, technological) to start and sustain the new Program? *

Distance Education

Is the DE Program intended to be completed fully online?

Has the College ever submitted a DE Substantive Change proposal in the past?

Correspondence Education

Has the College ever submitted a CE Substantive Change proposal in the past?

Change in Credit Awarded

Increase or decrease in clock or credit hours

Change from clock hours to credit hours or credit hours to clock hours

Change in Location or Geographic Area Served

New permanent off-campus location (dual credit programs at high school or prisons are not considered substantive changes)

Is the new location owned by the College or does the College hold a long-term lease on the property (at least 5 years)?

Control or Legal Status

Change in the Control or Legal Status of the Institution

Direct Assessment

Implementation of Direct Assessment

Contractual Relationship

Contractual Relationship with a non-Regionally Accredited organization

Other Changes and Substantive Inquiries

Other Substantive Changes

For New Programs, which are not deemed as a significant departure from current college offerings, the ACCJC will grant administrative approval. A letter will be sent to the college within 5 business days.

If a Substantive Change is not required, a Non-Substantive Change letter will be automatically sent within 5 business days



PROGRAM INFORMATION

PROGRAM TITLE Health Occupations skill award

AUTHOR :

C & I MEETING DATE : 5/9/2018

SUBJECT AREA : MOA

DEPARTMENT : MOA

DIVISION : Business Division

TOP CODE : 120820 *Administrative Medical Assisting

PROGRAM TYPE : Skill Award

CIP CODE : 51.0801 **ACADEMIC YEAR :** Spring 2018-2019

PROGRAM GOAL : CTE

If other, please explain:

The program's goals are to prepare students for employment in various medical settings in the community: hospitals, skilled nursing facilities, long-term care centers, medical offices, clinics and other healthcare agencies. The program includes an externship in the front office of a physician's office as well as various rotational hospital departments, which help provide the student with the experience necessary to enter the robust healthcare workforce.

UNITS FOR DEGREE, MAJOR, AREA OF EMPHASIS, OR CERTIFICATE:

MINIMUM : 12 **MAXIMUM :** 12

FOR NEW DEGREE, MAJOR, OR AREA OF EMPHASIS PROGRAMS ONLY, TOTAL UNITS FOR DEGREE:

MINIMUM : 0 **MAXIMUM :** 0

GAINFUL EMPLOYMENT : Yes **APPRENTICESHIP :** No

ANTICIPATED DATE OF APPROVAL BY DISTRICT GOVERNING BOARD :

CATALOG DESCRIPTION

Description of the nature of the program, its objectives, the rationale for it, the skills or knowledge that students will acquire, and the relationship of the proposed program to the general field of study:

The program's goals are to prepare students for employment in various medical settings in the community: hospitals, skilled nursing facilities, long-term care centers, medical offices, clinics and other healthcare agencies. The program includes an externship in the front office of a physician's office as well as various rotational hospital departments, which help provide the student with the experience necessary to enter the robust healthcare workforce.

- Provide an overview of the knowledge and skills that students who complete the requirements must demonstrate
- List all prerequisite skills, program requirements, or enrollment limitations per Title 5 section 58106 <http://govt.westlaw.com/calregs/Search/Index>
- Suggest some caveats that students must be aware of where job market data or other factors are documented in the proposal. These warnings must be as clearly conveyed in the catalog description as possible. The catalog description needs to mention any risks, such as occupations that are inherently competitive or low-salaried and/or occupational areas where inexperienced graduates are not generally hired.
- If the associate degree program goal selected is "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," then the description must list the potential careers students may enter upon completion.
- If the associate degree program goal selected includes Transfer, then the description must list baccalaureate major or related majors.
- If applicable, advise students if this is a high-unit program (more than 60 semester or 90 quarter units) and how this impacts degree completion.
- If applicable, reference accrediting and/or licensing standards including an explanation of any departures from the standards. In some occupations, while there is no legal requirement for a license to practice, there is a widely recognized certification provided by a professional association. For example, the American Massage Therapy Association certifies massage therapists; the California Association of Alcohol and Drug Abuse Counselors certify counselors in that field. In these cases, the Chancellor's Office expects that the description will specify whether the program will fully prepare completers for the recognized professional certification.

The Health Occupation Skill Award prepares students for a variety of entry-level health care positions in the community: hospitals, long-term facilities, home health agencies, medical offices, imaging centers, clinics, and other healthcare facilities.

If from Section 1, the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then state the main competencies that students will have achieved that are required for a specific occupation. The statement must, at a minimum, clearly indicate the specific occupation(s) or field(s) the program will prepare students to enter and the basic occupational competencies students will acquire.

If from Section 1, the associate degree program goal selected is “Transfer” or “Career Technical Education (CTE) and Transfer,” then statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. Describe how these courses will meet the lower division requirements of a major at baccalaureate institutions. List the baccalaureate institutions that students will be able to transfer to upon completion of the program.

PROGRAM LEARNING OUTCOMES

This program was developed due to SLO assessment data findings

No

1. Apply medical terminology knowledge to process clinical code assignment
2. Describe the pathophysiologic changes that occur in selected disease processes for each body system
3. Effectively practice basic skills required in many entry-level health care occupations;
4. Demonstrate understanding of various health-related career opportunities and their educational requirements; and
5. Qualify for certification on some health-related academic career tracks.
6. Demonstrate the ability to work effectively as an individual and collaboratively in a group to resolve health information management challenges in a changing healthcare environment
7. Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs and identify career alternatives in health information management

This program was revised or created due to findings from learning outcomes assessment.

SLO Description

PLANNING

CDCP Eligibility Category : (J) Workforce Preparation

Evidence of high employment potential is required and can be demonstrated in one of two ways:

According to the U.S. Bureau of Labor Statistics (BLS), employment of healthcare occupations is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations, adding about 2.3 million new jobs. Healthcare occupations will add more jobs than any other group of occupations.

This growth is expected due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance. The BLS attributes this growth to an increase in the use of electronic medical records, the health problems associated with an expanding elderly population and the rising number of medical treatments, tests and procedures being performed today. As noted in the BLS Occupational Outlook Handbook, technicians with a solid understanding of relevant computer software and technology will be in demand.

The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was \$63,420 in May 2016, which was higher than the median annual wage for all occupations in the economy of \$37,040.

According to the labor market information, California Occupational guide, 799,030 projected with mean annual wage of \$94, 480. Further, in Los Angeles County – Long Beach – Glendale (CA Metropolitan Division) 213,860 jobs are projected at mean wage of \$90,860

It is difficult to calculate the net gain in total numbers of students served. However, based on current trends in courses associated with the proposed program, market trends, and other healthcare policy changes and mandates it is anticipated that there will be an increase in students to support the market place employment needs.

ESSENTIALITY

How is the program essential to the mission of Glendale Community College (<http://www.glendale.edu/about-gcc/about-gcc/mission-statement-objectives-and-functions>) and California Community College system (<http://law.onecle.com/california/education/66010.4.html>)?

This discussion may include some history of the program proposal origins, a description of the program purpose, and/or the program's relevancy for the region and the college including related community support. If any expenditure values were entered earlier on in the proposal for facilities or other resources then please explain the specific needs for facilities and equipment in this section and respond to each of the following sub questions below.

If applicable, this section may also be used to justify program objectives or the inclusion of a given course as a requirement. Similarly, high-unit programs (above 60 semester units) must be addressed in

this section by providing a rationale for the additional unit requirements (e.g.; mandate, law, baccalaureate requirements, etc.)

The Health Occupations Award program strategically supports the objectives of the Glendale Community College mission. As indicated in the mission, a cornerstone of the college is to provide education beyond the high school level for vocational competence and/or occupational certification. This training program is proposed to support many health care occupations in healthcare practitioner and Technical Occupations.

How does the program support the college's master plan (<http://www.glendale.edu/home/showdocument?id=7632>)?

Certificates are awarded upon completion of the requirements for the occupation-centered curriculums. Courses offered in these programs serve three groups of students: those training for entry-level positions; those preparing for advancement on the job; and those seeking to improve skills to meet new job requirements. Thus, students are offered a balance of health, medical technical and general education.

INTERNAL DEMAND

Will this new program fulfill a current need?

Yes

Use a table format to provide enrollment data for all required existing courses for the last two semesters to validate the need for this program in the college service area. Include course title, course number, annual sections, and annual enrollment total.

What is the expected number of annual completers?

18

For revisions to existing programs--use the information from our internal Campus Profile (<http://www.glendale.edu/index.aspx?page=4464>) and average out the number of completers over the last three years. For new programs, use evidence from programs with similar demographics etc. around the state.

What, if any, enrollment changes will this program create? Will it accommodate an overflow or attract a new market? Will it be possible for students to move between this program and another program?

Yes

Provide details on courses or components of the program that students will rely on to meet requirements or prerequisites for other programs at GCC (e.g. for major in another discipline, general education, licensing, etc.)

EXTERNAL DEMAND

EDUCATIONAL DEMAND

How is demand being met by regional competitors (including private and public two-year and four-year colleges)? Provide enrollment evidence from regional peers that justifies the need for this program.

EMPLOYMENT DEMAND

FOR CTE PROGRAMS ONLY, NET ANNUAL LABOR DEMAND : 213

For programs with a selected program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” enter 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. The number entered here must be explicitly stated and consistent with the Labor Market Information and Analysis provided as Supporting Documentation. The figure entered must be greater than zero.

ADDITIONAL SUPPORTING DOCUMENTATION-CTE

Create a list of occupational titles with high employment potential (<http://www.labormarketinfo.edd.ca.gov>)

Include the list of occupations in the textbox above or

Complete the ADDITIONAL SUPPORTING DOCUMENTATION-CTE question 1 (above).

Employment of health information technicians is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. The demand for health services is expected to increase as the population ages. However, according to the state of California EDD Occupational Projections of Employment for Health Information Technicians from 2014-2024, the projected annual openings will be 213.

<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=Clerk&careerID=&menuChoice=occExplorer&geogArea=0604000037&soccode=292071&search=Explore+Occupation>



For CTE programs only, what are the indications of student interest in the proposed program and how were they determined?

FOR CTE PROGRAMS ONLY, CTE REGIONAL CONSORTIUM APPROVAL DATE :

OPPORTUNITY ANALYSIS

Are there opportunities with regard to online education? What is the program's level of adaptability to technology?

Currently three courses in the proposed program are offered as Distance Education (hybrid).

Are there restricted funds available at the college that would provide resources for this program?

No

Describe any political, environmental, social, technological, economic, or legal trends that are relevant opportunities or threats for this program?

PROGRAM ADVISORY

INDICATE WHETHER THE PROGRAM HAS OR WILL HAVE AN ADVISORY BOARD.

Yes. The initial advisory board met and put forth the recommendation that a Health Information Technology Program be developed at GCC. In the development of the HIT program, it was determined by faculty that more foundational courses and programs were needed to accommodate a wider range of student abilities. Healthcare professionals are required to constantly train as they progress through their careers. With the large number of healthcare professionals and facilities in the area, one-size-fits-all programs are not practical. This program therefore is intended to meet entry-level employment requirements in physicians' office of practices and to support outpatient medical clinics as well as hospitals.

If the program has an advisory board, attach minutes from meetings indicating need for the program.

RESOURCES

Will adopting this program increase the total number of students to be served by College ? :

Yes

If yes how many?

18

FACULTY WORKLOAD : 1.5

This is the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the program during the first full year of operation, regardless of whether they are new or existing faculty. This number has been calculated by determining the sum of the FTEF allocated for each individual course students are required to take as part of the program during their first year of coursework. The Program Course Approval Handbook states that this number will typically be between .5 and .7.

Will this program increase the hours of instruction of the department ? :

Yes

How will the section offerings be modified if the program is offered? Will the courses be offered in lieu of existing sections of another course ? :

No

Will its adoption require that GCC employ additional staff ? :

No

For the each of the following, indicate if resources will be needed. If yes for any of the following, provide the anticipated cost and a brief description

		Cost	Brief Description
<input type="checkbox"/>	New Equipment		
<input type="checkbox"/>	Hardware or Software (include software license renewal)		



PROGRAM REPORT

<input type="checkbox"/>	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
<input type="checkbox"/>	Library Acquisitions		
<input type="checkbox"/>	Travel		
<input type="checkbox"/>	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type
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WHAT COURSES IN THE PROGRAM CAN BE DELIVERED ONLINE OR HYBRID?

Subject	Course Number	Course Title	Type
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CURRICULUM / SIMILAR PROGRAMS

What related programs does the college offer?

Does the program establish a new direction for the college?

No

Will this new program fulfill a current need?

Yes

Will there be courses in common shared by this program and another existing program?

Yes

Will programs share resources? Describe service, if any, to other disciplines that this proposed program will provide. Explain how, if at all, this program makes a new or more productive use of existing resources and/or builds upon existing programs or services?

Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

No

What are all similar programs offered by colleges within commuting distance of the college, commonly known as the "college service area." A brief description of each program is required. Similarities and differences need to be described, and justification for a program of this type and in this region needs to be provided. For CTE programs, the LAOC Consortium requires

that a college proposing a new program needs to make a convincing case that the existing capacities at other colleges are insufficient to meet the demand.

Required Courses

	Subject	Number	Title	Units
			MOA101 is a new course	0 - 0
			MOA101	2 - 2
			REQUIRED COURSES WITHOUT OPTIONS	10 - 10
	MOA	182	Medical Terminology	5
	HIT	197	Disease Processes	3
	BUSAD	50	Internship	0

Restricted Elective Courses

	Subject	Number	Title	Units
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Program Schedule

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	Subject	Number	Title
			Term 1
			Required
	MOA	182	Medical Terminology
	HIT	197	Disease Processes
			Required (Options)
			Elective
			Term 2
			Required

	BUSAD	50	Internship
			Elective
			Term 3
			Required
			Required (Options)
			Elective
			Term 4
			Required
			Required (Options)
			Elective
			Term 5
			Required
			Required (Options)
			Elective
			Term 6
			Required
			Required (Options)
			Elective
			Term 7
			Required
			Required (Options)
			Elective
			Term 8
			Required
			Required (Options)
			Elective

			Term 9
			Required
			Required (Options)
			Elective
			Term 10
			Required
			Required (Options)
			Elective

TYPES OF CHANGE

New Program, Change in Location or Geographic Area Served, Control or Legal Status, Direct Assessment, Contractual Relationship, or Other Changes or Inquiries

- Baccalaureate Degree
- ADT/AA/AS or Certificate

Does the College have certificates or degrees in related disciplines to the new program?

Will the College be allocating significant additional resources (human, fiscal, physical, technological) to start and sustain the new Program? *

- Distance Education

Is the DE Program intended to be completed fully online?

Has the College ever submitted a DE Substantive Change proposal in the past?

Correspondence Education

Has the College ever submitted a CE Substantive Change proposal in the past?

Change in Credit Awarded

Increase or decrease in clock or credit hours

Change from clock hours to credit hours or credit hours to clock hours

Change in Location or Geographic Area Served

New permanent off-campus location (dual credit programs at high school or prisons are not considered substantive changes)

Is the new location owned by the College or does the College hold a long-term lease on the property (at least 5 years)?

Control or Legal Status

Change in the Control or Legal Status of the Institution

Direct Assessment

Implementation of Direct Assessment

Contractual Relationship

Contractual Relationship with a non-Regionally Accredited organization

Other Changes and Substantive Inquiries

Other Substantive Changes



PROGRAM REPORT

For New Programs, which are not deemed as a significant departure from current college offerings, the ACCJC will grant administrative approval. A letter will be sent to the college within 5 business days.

If a Substantive Change is not required, a Non-Substantive Change letter will be automatically sent within 5 business days

Date :