



**NORTH ORANGE CONTINUING  
EDUCATION  
Curriculum Committee**

February 8, 2022  
3:00 - 4:30 p.m.

**Approved Minutes**

- I. **Call to Order:** The meeting was called to order at 3:03 p.m. by Curriculum Chair, Dr. Kimberley Stiemke.
- II. **Voting Members Present:** Kimberley Stiemke, Karen Bautista, Janet Cagley, Raine Hambly, Khanh Ninh, Alli Stanojkovic, Kenneth Yu.
- III. **Non-Voting Members:** Shelia Moore-Farmer, Amabel Arredondo.
- IV. **Guests Present:** Tina McClurkin, Marcela Valle, David Soto, Cathee Mang, Ty Thomas-Volcy.
- V. **Absentees:** Alice Niyondagara, Dan Stackhouse, Susan Quihuis.
- VI. **Reading and Approval of Minutes:** It was moved by **Janet Cagley** and seconded by **Khanh Ninh** to approve the, [December 14, 2021, minutes with corrections](#). Motion carried by unanimous vote.
- VII. **Public Comments:** None
- VIII. **Report of Curriculum Chair:**
  - a. **DEIA Curriculum-** The Chair shared that Dr. Frank Harris will be with be presenting on how to implement DEIA into curriculum. He is scheduled to present on February 15, March 29, April 26, and May 24 from 3:00 -4 p.m. All Committee members are urged to attend each session.
  - b. **Website Updates-** The Chair stated that due to time constraints, the website has not been worked on, but hopes to provide more updates at the next meeting.
  - c. **CurriCunet Guide-** Dr. Stiemke informed the Committee that the draft for the CurriCunet Guide is completed, but that it still needs to be reviewed before sharing it with the Committee.
  - d. **Outdated Curriculum and Policy-** The Chair reached out to several institutions to determine their policy and procedures on outdated curricula. As a result, she determined that a policy is not needed, but a thorough review and removal of outdated and irrelevant material during the six-year review process should be carried out. **Raine Hambly** shared she would like to discuss the process for program review in detail since the process is so short. **Dr. Stiemke** agreed that a more thorough discussion is needed and will make sure to have it on the March agenda.
  - e. **Piloting Courses and Programs-** Dr. Stiemke would like to discuss how the institution is piloting courses and programs at the March meeting since she is not aware of any processes at this time.
  - f. **Catalog Descriptions in CurriCunet-** In past conversations, the Chair discussed omitting program and certificate verbiage on titles. Consequently, there is a need to be more conscious and mindful of how these are listed in the catalog. For content clarity, there have been conversations on listing Certificate of Completion and/or Certificate of Competency under each program title in the catalog.
  - g. **CurriCunet-** Dr. Stiemke shared with the Committee that there have been some challenges working with CurriCunet since the version being used is an older version. She was also made aware that programs were not showing in the Committee's boxes and is working with CurriCunet's IT teams on resolving the problem. She thanked the Committee for their patience and understanding.

IX. **Report of DE Coordinator: Janet Cagley** reported that Title 5 language has been approved and is waiting for the final sign-off at the state level. However, they are being advised that they may move in the direction of implementation. The changes made to Title 5 include more prescriptive language on Regular and Substantive interaction, matching state and federal phrasing, and more precise guidelines of what is expected from the instructor and the institution to maintain Regular Substantive Interactions. Additionally, Title 5 language for correspondence education is also available, and it is evident that correspondence education is not distance education. She also reported that she continues to work with EASE Learning. Currently, they are working on three Social Science classes, U.S. History, Government, and Economics courses for the High School Diploma program. She hopes that the classes will be built out and ready for the curriculum approval process by mid-semester.

X. **Old Business-**

a. **Course updates**

- i. Classroom Essentials for Program Success – This may be implemented now and is in the NOCE 2021-2022 NOCE Catalog.
- ii. Business Information Worker II - This may be implemented now and is in the NOCE 2021-2022 NOCE Catalog.
- iii. ESL Specialty Courses – These will be ready for next year's NOCE 2022-2023 Catalog

XI. **New Business-**

a. **New Courses**

b. **Course Deactivations**

c. **New Programs**

d. **Modified Program**

e. **Older Adults Program Restructuring**

There was a discussion on the Older Adults to Emeritus: Subject Code Restructuring form. Dr. Stiemke shared that the LEAP Department had begun aligning all their subject codes for Emeritus to EMER a few years back, prior to her involvement. **Shelia Moore-Farmer** reported working with **Kenny Yu** to align and restructure EMER subject codes. She noted that only a handful of them had been submitted to the committee and transitioned to EMER. She also recalled that the computer courses listed under Business & Technology belonged to CTE. The other classes listed under Business & Technology were created for short-term vocational purposes. **Raine Hambly** shared that the computer courses under the Business & Technology section were moved to LEAP since they cannot be used for employment purposes and most students enrolled were older adults. She requested to have EMER 404-421 coding reviewed at a later date since she is using the same codes for a few of her CTE courses. **Kenny Yu** shared he is reviewing the courses and should know by next month which ones will remain.

f. **Auto Awarding of Certificates**

There was a discussion on auto awarding of certificates. **David Soto** shared that DegreeWorks is the current auditing system the District uses to track progress for students in pursuit of a certificate. He commented that auto awarding might be possible if standardized and predictable curriculum procedures exist within NOCE. Implications of auto awarding were also discussed, such as the effects on students' financial aid status, housing, food stamps, and other scenarios. **Janet Cagley** shared her student experience on auto awarding and commented that she enjoyed the immediate recognition and benefits. **Marcela Valle** commented that many students are not aware they need an exit interview with a counselor to receive their certificate and assume that certificates are auto awarded. Consequently, students will go months or even years without being awarded their certificates. **David Soto** also shared that the committee could also discuss allowing students the option of how they receive their certification and whether auto awarding is used.

**g. AP4020 Program and Curriculum Development**

**David Soto** shared a PowerPoint presentation and informed the Committee that district administrative procedures are under review. As a result, Dr. Li-Bugg, Vice-Chancellor, Educational Services & Technology, requested feedback from the Committee on the current AP4020 form. Various discussions on procedures, language context, policies, and Title 5 compliance were discussed. **Raine Hambly** addressed the importance of having prerequisite and challenge exam language in the catalog and recommended using the same language as the colleges, as it aligns with Title 5. She hopes the Committee can work on this in time for the 2022-2023 catalog deadline. **Dr. Stiemke** shared concerns on sections 3.0 and 6.0 on context vagueness. The Committee also discussed academic freedom, evaluation processes, methods of evaluation, advisory committees and the importance of having more precise context in the COR. The Chair asked the Committee to share additional feedback via email as she will be compiling and sharing with DCCC.

**XII. Discussion**

The Chair notified the Committee that she reached outside the organization and received clarification on Grant Funded programs, which she will be sharing at a later time. Moving forward, all Grant Funded programs will need to go through the Curriculum Committee regardless of past policies. **Shelia Moor-Farmer** shared that they did not require the Committee’s approval in the past since they were already funded. **Janet Cagley** commented that the Committee should be aware of what is being offered regardless of the funding source.

**Raine Hambly** would like to discuss the program review process and how it affects curriculum due to time limitations during the semester. The Chair will try to get it on the March agenda for further discussion.

**XIII. Announcements**

**XIV. Adjournment**

The meeting adjourned at 4:56 p.m.

Motion to approve by **Janet Cagley**; seconded by **Karen Bautista**.

| New Courses |  |       |  |   |           |  |
|-------------|--|-------|--|---|-----------|--|
| Course ID   | Title  | Hours | Course Description   | TOP Code CB 03<br>SAM Code CB 09  | Eff Date  | Justification  |
| ESLA 1071   | ESL College Success Skills: Listening and Speaking | 180   | ESL students will practice the listening and speaking skills needed in a post-secondary academic setting, including listening to academic lectures, taking notes, participating in class discussions, giving presentations, and taking exams. Students will practice the technological skills needed for academic success and experience campus life through field trips to local colleges. For intermediate high and advanced level ESL students. | 4930.86 - English as a Second Language Speaking/Listening D - Possible Occupational | 2022 Fall | This course is part of a college transition program. It is designed to give students the skills necessary to complete the college application process and to succeed in college. |
| ESLA 1073   | ESL College Success Skills: Reading and Writing    | 180   | Acquire reading, writing, test-taking, critical thinking, and technological skills necessary for success in college. Learn American cultural norms in the classroom. Participate in campus life through field trips to local colleges. For intermediate high and advanced level ESL students.  | 4930.87 - English as a Second Language Intergrated D - Possible Occupational        | 2022 Fall | This course will help ESL students who plan to attend college by bridging the gap between general English and academic English.  |

During the discussion for courses ESLA 1071 and ESLA 1073, **Cathee Mang** shared these will be replaced with ESLA 1065 and 1067. The replacement is due to level errors, SLO updates, description revision, hour updates, content revisions, and removal of the prerequisite and addition of an advisory.

**Raine Hambly** shared that these courses should be coded as E, non-vocational.

The Committee agreed to table these courses until **Professor Mang** addresses the feedback made in CurriCunet. Once the corrections have been made and the comments have been addressed, the course will be brought back to the Committee for further review.

|          |  |    |  |   |           |  |
|----------|--|----|--|---|-----------|--|
| PARN 296 | Many Identities, One Diverse Nation    | 24 | The purpose of this course is to help parents and caregivers gain awareness and understanding around the "Identity" and "Diversity" components of k-12 anti-bias framework. Students will gain an understanding of the terms personal and social identity, intersectionality, visible and invisible identity, and explore how individual identities contribute to a national identity that is United States. | 1305.60 - Parenting and Family Education<br>D - Possible Occupational | 2022 Fall | This course is the second of three courses in Parenting's Understanding Anti-Bias Framework course track. It details the first two of the four components of the Learning for Justice's Anti-Bias Framework: Identity and Diversity. |
| PARN 297 | Raising Culturally Responsive Children | 24 | The purpose of this course is to help parents and caregivers gain awareness and understanding around the "Justice" and "Action" components of k-12 anti-bias framework. Students will learn about personal identities, labels, confirmation bias, belonging, human rights, discrimination, speaking up, speaking out, and making human rights universal.   | 1305.60 - Parenting and Family Education<br>D - Possible Occupational | 2022 Fall | This is the last of a 3 course series under LEAP PARN that addresses 2 of the 4 k-12 Social Justice Standards of "Action" and "Justice".   |

**Ty Thomas-Volcy**, Lifeskills Education Advancement Program Manager, requested to have these courses tabled so she may work with **Erin Sherard** on addressing some of the comments and concerns made by the Committee.

It was moved by **Janet Cagley** and seconded by **Kenny Yu** to table PARN 296 and PARN 297. Motion carried by unanimous vote.

There was discussion on whether the Chair should pull courses that are not ready for the Committee to review from agendas.

It was moved by **Janet Cagley** and seconded by **Kenny Yu** to allow the Chair to table courses, in advance of the meeting, instead of agendizing them. This motion applies to courses that are incomplete and/or have not addressed feedback from the Committee. Motion carried by unanimous vote.

| Course Deactivations |   |             |
|----------------------|---|-------------|
| Course ID            | Title   | Eff Date    |
| ABE 105              | SCE Learning Center                               | 2022 Summer |
| ESLA 1070            | ESL Academic Distance Learning                    | 2022 Summer |
| ESLA 170             | ESL and Civics Education, Beginning Low           | 2022 Summer |
| ESLA 171             | ESL and Civics Education, Beginning High          | 2022 Summer |
| ESLA 172             | ESL and Civics Education, Intermediate Low        | 2022 Summer |
| ESLA 173             | ESL and Civics Education, Intermediate High       | 2022 Summer |
| ESLA 174             | ESL and Civics Education, Advanced                | 2022 Summer |
| ESLA 220             | ESL Reading and Writing, Beginning                | 2022 Summer |
| ESLA 221             | ESL Reading and Writing, Intermediate to Advanced | 2022 Summer |
| ESLA 600             | ESL Advanced                                      | 2022 Summer |
| ESLA 806             | A+ VESL   | 2022 Summer |
| ESLA 809             | American Idioms                                   | 2022 Summer |

|          |                                  |             |
|----------|----------------------------------|-------------|
| IHSS 103 | High School English 4            | 2022 Summer |
| IHSS 117 | High School Vocational Math      | 2022 Summer |
| IHSS 120 | High School Life Science         | 2022 Summer |
| IHSS 127 | High School Computer Literacy    | 2022 Summer |
| IHSS 167 | High School English Basic Skills | 2022 Summer |
| IHSS 177 | High School Reading              | 2022 Summer |
| IHSS 500 | High School Language Arts I      | 2022 Summer |
| IHSS 501 | High School Language Arts II     | 2022 Summer |
| IHSS 846 | High School Algebra 1A           | 2022 Summer |
| IHSS 847 | High School Algebra 1B           | 2022 Summer |
| IHSS 991 | High School Business Law         | 2022 Summer |
| IHSS 995 | High School American History 1   | 2022 Summer |
| IHSS 996 | High School American History 2   | 2022 Summer |
| IHSS 999 | High School Business Writing     | 2022 Summer |

It was moved by **Khanh Ninh** and seconded by **Alli Stanojkovic** to deactivate the above courses. Motion carried by unanimous vote.

| New Programs  |   |  |               |   |     |
|---|---|--|---------------|---|-----|
| Program   |   | Eff Date                                 | Justification |   |     |
| ESL for Community Involvement, Beginning                | The ESL for Community Involvement, Beginning certificate is an integrated language program meaning that all language skills are addressed at the beginning level of English language acquisition. The program has one required course: ESL for Community Involvement, Intermediate to Advanced. The program has at least one required elective course from a choice of seven, and students can choose the elective course that focuses most closely on their individual learning needs and goals.                               |  | 2022 Fall     | The main goal of the ESL for Community Involvement, Beginning certificate program is to provide ESL students English emergence and development in all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' personal, family and community-based goals. Grammar, vocabulary, and pronunciation are covered within the context of those topics. The learning objectives of this program are focused on the language acquisition needed to help students reach their English language-based goals. |     |
|   | <b>Core courses</b>   |  |               |   |     |
|   |   | <b>Hours</b>                             |               |   |     |
|   | ESLA 260  | ESL for Community Involvement, Beginning |               |   | 180 |
|   | <b>Elective courses (must choose 1 of 7)</b>  |  |               |   |     |
|   |   | <b>Hours</b>                             |               |   |     |
|   | ESLA 180  | ESL Reading Skills, Beginning            |               |   | 36  |
|   | ESLA 182  | ESL Speaking Skills, Beginning           |               |   | 36  |
|   | ESLA 185  | ESL Writing Skills, Beginning            |               |   | 36  |
|   | ESLA 222  | ESL Grammar Review, Beginning            |               |   | 36  |
|   | ESLA 225  | ESL Vocabulary Review, Beginning         |               |   | 36  |
| ESLA 250  | American Idioms-Beginning   | 36                                       |               |   |     |
| ESLA 801  | Computer Skills for ESL, Beginning  | 36                                       |               |   |     |
| <b>Total Hours</b>                                      |   | 216                                      |               |   |     |
| ESL for Community Involvement, Intermediate to Advanced | The ESL for Community Involvement, Intermediate to Advanced certificate is an integrated language program meaning that all language skills are addressed at the intermediate to advanced level of English language proficiency. The program has one required course: ESL for Community Involvement, Intermediate to Advanced. The program has at least one required elective course from a choice of seven, and students can choose the elective course that focuses most closely on their individual learning needs and goals. |  | 2022 Fall     | The main goal of the ESL for Community Involvement, Intermediate to Advanced certificate program is to provide ESL students English language fluency building in all four language skills: reading, writing, listening, and speaking. The topics are based on adult learners' personal, family and community-based goals. Grammar, vocabulary, and pronunciation are covered within the context of those topics. The learning objectives of this program are focused on the language acquisition needed to  |     |
|   | <b>Core courses</b>   |  |               |   |     |
|   | <b>Hours</b>  |  |               |   |     |

| New Programs  |  |                     |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
|---|--|---------------------|---|-----|--|--|--------------|-----------|--|--------------|-----------|---|-----|--------------------|---|------------|-----------|---|----|----------|--|----|----------|---|----|----------|--|----|----------|-----------------------------------|----|--------------------|--|------------|--|---|
| Program   |  | Eff Date            | Justification   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
|   | <table border="1"> <tr> <td>ESLA 261</td> <td>ESL for Community Involvement, Intermediate to Advanced</td> <td>180</td> </tr> <tr> <td colspan="3"><b>Elective courses (must choose 1 of 7)</b></td> </tr> <tr> <td></td> <td></td> <td><b>Hours</b></td> </tr> <tr> <td>ESLA 181</td> <td>ESL Reading Skills, Intermediate to Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 183</td> <td>ESL Speaking Skills, Intermediate to Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 186</td> <td>ESL Writing Skills, Intermediate to Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 223</td> <td>ESL Grammar Review, Intermediate to Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 226</td> <td>ESL Vocabulary Review, Intermediate to Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 251</td> <td>American Idioms - Intermediate, Advanced</td> <td>36</td> </tr> <tr> <td>ESLA 815</td> <td>Computer Skills for ESL, Advanced</td> <td>36</td> </tr> <tr> <td colspan="2"><b>Total Hours</b></td> <td><b>216</b></td> </tr> </table>  | ESLA 261            | ESL for Community Involvement, Intermediate to Advanced | 180 | <b>Elective courses (must choose 1 of 7)</b> |  |              |           |  | <b>Hours</b> | ESLA 181  | ESL Reading Skills, Intermediate to Advanced    | 36  | ESLA 183           | ESL Speaking Skills, Intermediate to Advanced | 36         | ESLA 186  | ESL Writing Skills, Intermediate to Advanced  | 36 | ESLA 223 | ESL Grammar Review, Intermediate to Advanced | 36 | ESLA 226 | ESL Vocabulary Review, Intermediate to Advanced | 36 | ESLA 251 | American Idioms - Intermediate, Advanced | 36 | ESLA 815 | Computer Skills for ESL, Advanced | 36 | <b>Total Hours</b> |  | <b>216</b> |  | help students reach their English language-based goals. |
| ESLA 261  | ESL for Community Involvement, Intermediate to Advanced  | 180                 |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| <b>Elective courses (must choose 1 of 7)</b>  |  |                     |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
|   |  | <b>Hours</b>        |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 181  | ESL Reading Skills, Intermediate to Advanced   | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 183  | ESL Speaking Skills, Intermediate to Advanced  | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 186  | ESL Writing Skills, Intermediate to Advanced   | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 223  | ESL Grammar Review, Intermediate to Advanced   | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 226  | ESL Vocabulary Review, Intermediate to Advanced  | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 251  | American Idioms - Intermediate, Advanced   | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 815  | Computer Skills for ESL, Advanced  | 36                  |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| <b>Total Hours</b>  |  | <b>216</b>          |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESL College Success Skills Program  | <p>This is an integrated language certificate program. Students are required to complete 2 courses: ESL College Success Skills: Listening and Speaking and ESL College Success Skills: Reading and Writing. The ESL College Success Skills: Listening and Speaking course is designed to give students the academic and language skills necessary to listen to lectures and take notes; participate in academic discussions; and give formal presentations. ESL College Success Skills: Reading and Writing focuses on applying reading and writing techniques within the context of academia. Its goals are to develop critical thinking skills, research skills, note-taking skills, academic vocabulary, and writing styles required to participate in credit courses.</p> <table border="1"> <tr> <td colspan="3"><b>Core courses</b></td> </tr> <tr> <td></td> <td></td> <td><b>Hours</b></td> </tr> <tr> <td>ESLA 1071</td> <td>ESL College Success Skills: Listening and Speaking</td> <td>180</td> </tr> <tr> <td>ESLA 1073</td> <td>ESL College Success Skills: Reading and Writing</td> <td>180</td> </tr> <tr> <td colspan="2"><b>Total Hours</b></td> <td><b>360</b></td> </tr> </table> | <b>Core courses</b> |   |     |  |  | <b>Hours</b> | ESLA 1071 | ESL College Success Skills: Listening and Speaking | 180          | ESLA 1073 | ESL College Success Skills: Reading and Writing | 180 | <b>Total Hours</b> |   | <b>360</b> | 2022 Fall | The main goal of the ESL College Success Skills Program is to provide support for ESL students transitioning into college in the U.S. The Program's aim is to develop college level listening, speaking, reading, and writing skills. Topics are specific to various fields of study in higher education. Grammar, vocabulary, and pronunciation are covered within the context of these topics. Our ESL students desire to be complete members of our community with the same access to all opportunities available to native speakers of English. The ESL College Success Skills courses are designed to help students bridge any language and cultural gaps that exist as a result of not having been educated in the U.S. system. Students will have opportunities to hone their skills and learn cultural norms through language, college transition activities, and college campus tours. |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| <b>Core courses</b>   |  |                     |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
|   |  | <b>Hours</b>        |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 1071   | ESL College Success Skills: Listening and Speaking   | 180                 |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| ESLA 1073   | ESL College Success Skills: Reading and Writing  | 180                 |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| <b>Total Hours</b>  |  | <b>360</b>          |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |
| <p>Feedback was given to have program titles written out and not abbreviated in the program description section.</p> <p>ESL College Success Skills Program was tabled until Professor Mang addresses the Committee's feedback.</p> <p><b>Raine Hambly</b> commented that CIP codes for both ESL for Community involvement programs should be 23.0101 and omit the last two zeros listed on the Narrative.</p> <p>It was moved by <b>Khanh Ninh</b> and seconded by <b>Raine Hambly</b> to approve the ESL for Community Involvement, Beginning and ESL for Community Involvement, Intermediate to Advanced programs with the corrections to the CIP code. Motion carried by unanimous vote.</p> |  |                     |   |     |  |  |              |           |  |              |           |   |     |                    |   |            |           |   |    |          |  |    |          |   |    |          |  |    |          |                                   |    |                    |  |            |  |   |

| Modified Program          |   |  |               |  |              |
|---------------------------|---|--|---------------|--|--------------|
| Program                   |   | Eff Date                                       | Justification |  |              |
| Funeral Service Assistant | The Funeral Service Assistant certificate serves as an introduction to the theoretical and practical knowledge required for professional licensure. It will help individuals determine their level of interest in the funeral service industry and in more formal vocational training in Mortuary Science. This program will prepare students for an entry-level position as a Funeral Service Assistant. The program consists of a sequence of courses that prepares students with the knowledge and skills needed to perform the tasks of a funeral service assistant such as placing casket in parlor or chapel prior to service; arranging floral offerings or lights around casket; directing or escorting mourners; closing casket; and issuing and storing funeral equipment. It is not intended as a substitute for the Associate in Science – Mortuary Science program, licensing, or certification requirements, which include an apprenticeship, but would provide students a more realistic expectation of the rigors of funeral service practice that will lead to employment as a Funeral Service Assistant and/or a pathway to the Cypress College Mortuary Science Associate in Science degree program. |  | 2022 Fall     | NOCE has replaced MEOC 210 - Introduction to Computers for Healthcare Workers with MEDA101 - Computers in Healthcare and EHR, Introduction. This new course was an update to better model current industry skills and information. The program modification is just to switch out the old course for the new course. |              |
|                           | <b>Core Courses</b>   |  |               |  |              |
|                           |   |  |               |  | <b>Hours</b> |
|                           | MEDA 10   | Computers in Healthcare and EHR, Introduction  |               |  | 36           |
|                           | FSRV 100  | Introduction to Funeral Service Practice       |               |  | 60           |
|                           | FSRV 110  | Communication Skills for the Funeral Assistant |               |  | 60           |
|                           | FSRV 125  | Funeral Service Practices and Procedures I     |               |  | 60           |
|                           | FSRV 120  | Funeral Service Operations                     |               |  | 60           |
|                           | FSRV 126  | Funeral Service Practices and Procedures II    |               |  | 60           |
| <b>Total Hours</b>        |   | 336  |               |  |              |

The **Chair** recommended removing the semicolons from the description and replacing them with commas.

The Committee agreed to allow the use of Course Substitution of MEOC 210 for MEDA 101 to satisfy course requirement for the Funeral Service Assistant certificate for catalog years 2021-2022 and prior.

It was moved by **Raine Hambly** and seconded by **Alli Stanojkovic** to approve with corrections. Motioned carried by unanimous vote.