Institutional SLOs



Learn — About Self and Others, Academic and Professional Issues

- Take responsibility for one's own learning and wellbeing.
- Learn about one's chosen academic major, while creating connections across disciplines.
- Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.

Communicate — With Clarity & Accuracy & in Diverse Environments

- Communicate ideas in a clear and articulate manner.
- Communicate accurately to diverse audiences.
- Communicate in various formats using diverse technologies.

Act — With Awareness of Self & the Local & Global Community of Persons

- Act to maintain one's dignity and self-respect.
- Act as a responsible community member who treats others with respect, civility, empathy, honesty and dignity
- Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.

Think — Critically, Creatively, and Reflectively

- Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.
- Creatively use concepts to making learning relevant.
- Reflectively assess one's values, assumptions, and attitudes.

Course Descriptions & Student Learning Outcomes

Communication 100 Introduction to Interpersonal Communication

Unit(s): 3.0

Class Hours: 54 Lecture total.

Recommended Preparation: Concurrent enrollment in English 101/101H.

Introduction to communication skills of listening, perception, language usage, non-verbal communication, and conflict management; emphasizing methods of overcoming barriers to effective communication in interpersonal relationships. *CSU/UC (C-ID)*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Use theories of interpersonal communication to explain and evaluate their own behavior in interpersonal relationships.
- 2. Reduce their level of communication apprehension in interpersonal communication contexts.

Communication 100H Honors Introduction to Interpersonal Communication

Unit(s): 3.0

Class Hours: 54 Lecture total.

Prerequisite: A high school or college GPA of 3.0 or above. Recommended Preparation: Concurrent enrollment

in English 101/101H.

Enriched approach for honors students. Highly interactive seminar mode of instruction. Stresses the development of analytical thinking, writing, and speaking skills. An introduction to communication skills of listening, perception, language usage, non-verbal communication, and conflict management, emphasizing methods of overcoming barriers to effective communication in interpersonal relationships. *CSU/UC (C-ID)*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Engage in critical analysis of contradictory theories and perspectives.
- 2. Reduce their level of communication apprehension in interpersonal communication contexts.

Communication 101 Group Dynamics

Unit(s): 3.0

Class Hours: 54 Lecture total.

Principles and methods of communication as applied in the small group setting. Emphasis on communication skills, processes, and operations in the small group. Includes understanding group dynamics and cooperative problem solving.

CSU/UC (C-ID)

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Identify, evaluate and suggest solutions to problems encountered in a large group communication context.
- 2. Reduce their level of communication apprehension in small group communication contexts.

Communication 110 Public Speaking

Unit(s): 3.0

Class Hours: 54 Lecture total.

Teaches critical thinking skills in relation to public speaking. Emphasis on the process, principles and major facets of critical thinking with practice through oral presentations. *CSU/UC (C-ID)*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Research and utilize evidence so as to logically construct a speech appropriate for the occasion.
- 2. Identify and control anxiety when delivering a speech.

Communication 111 **Argumentation and Debate**

Unit(s): 3.0

Class Hours: 54 Lecture total.

Recommended Preparation: English 101/101H or concurrent enrollment.

Principles of debate techniques with emphasis on methods of logical analysis and reflective thinking. Practical application through adaptation of material to forms of debate on current issues. **CSU/UC (C-ID)**

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Critically analyze and evaluate evidence and arguments made on various subjects in everyday life.
- 2. Identify and control anxiety when presenting in front of an audience.

Communication 120 Introduction to Intercultural Communication

Unit(s): 3.0

Class Hours: 54 Lecture total.

A general view of the sociological, psychological, and communication patterns of major cultural groups. Special emphasis on the methods, skills, and techniques necessary for effective intercultural and crosscultural communication. *CSU/UC (C-ID)*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Recognize and analyze different communication styles across cultures and the various values that structure different communication styles across cultures.
- 2. Recognize elements of communication apprehension that may be present during intercultural encounters and identify the skills necessary to reduce this discomfort.

Communication 130 Forensics Team

Unit(s): 4.0-6.0

Class Hours: 54 Lecture total, 54-162 Laboratory total.

This course is designed to prepare students to participate in intercollegiate speech competition. Instruction and direction for the preparation, creation and performance of interpretation of literature programs, limited

preparation speeches, readers' theater, public debate, and general public address. Students are required to participate in off-campus forensics events. May be repeated. *CSU*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Research and edit literature to create a performance with a unified theme, context, character and mood.
- 2. Explain and utilize the basic elements of a story arc in the creation of a script for public performance.

Communication 134 Oral Interpretation

Unit(s): 3.0

Class Hours: 54 Lecture total.

Performance of prose, poetry, and drama; practice in speaking, interpretation, and analysis of literature, with training in the principles of effective delivery.

CSU/UC (C-ID)

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Research and edit literature to create a performance with a unified theme, context, character and mood.
- 2. Explain and utilize the basic elements of a story arc in the creation of a script for public performance.

Communication 135 Readers' Theatre

Unit(s): 3.0

Class Hours: 54 Lecture total.

Research, construct, rehearse, and perform interpretation of literature in an ensemble theatrical setting. Learn basic elements of choral reading, singing, and movement. *CSU/UC*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Articulate the basic elements of direction in the creation of a reader's theater for public performance.
- 2. Create a script for performance in accordance with the basic standards of reader's theater.

Communication 225 Gender Communication

Unit(s): 3.0

Class Hours: 54 Lecture total.

Recommended Preparation: Communication 100, 100H, 101, 110 or 111.

Practical application, techniques and in-depth analysis of sex and gender communication regarding language usage, biological and social influences, mass media, power abuses, long-term relationships, the workplace, friendships, and education. *CSU/UC*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Explain a variety of practical communication skills appropriate for successful cross-gendered/cross-sexed communication to maintain healthy relationships
- 2. Reduce their level of communication apprehension when discussing gender issues.

Communication 225H Honors Gender Communication

Unit(s): 3.0

Class Hours: 54 Lecture total.

Prerequisite: A high school or college GPA of 3.0 or above. Recommended Preparation: Communication 100,

100H, 101, 110 or 111.

Enriched approach in application, techniques and in-depth analysis of male and female communication regarding language usage, biological and social influences, mass media, marriage, organizations, samesex/cross-sex friendships and education. Students will be required to do individual/group professor-guided research. *CSU/UC*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Explain a variety of practical communication skills appropriate for successful cross-gendered/cross-sexed communication to maintain healthy relationships.
- 2. Reduce their level of communication apprehension when discussing gender issues.

Communication 230 Advanced Forensics Team

Unit(s): 4.0-6.0

Class Hours: 54 Lecture total, 54-162 Laboratory total. Recommended Preparation: Communication 130.

This course is designed to prepare students to participate at an advanced level in intercollegiate speech competition. Includes instruction and direction for the junior competition of interpretation of literature programs, limited preparation speeches, readers' theater, public debate, and general public address. Focuses on mentoring and coaching novice members. Students are required to participate in off-campus forensics events. May be repeated. *CSU*

Student Learning Outcome (s)

Upon successful completion of this course, students will be able to:

- 1. Assist in the creation and coaching of speeches and/or interpretive performances that are suitable for collegiate competition.
- 2. Demonstrate an ability to be productive with others in a competitive environment at a more advanced level.

All Course Descriptions come from the 2018/2019 SCC Course Catalogue

SCC Catalog 2020-2021 College Credit / 131 *Major requirements for the associate degrees are in addition to the General Education

requirements found on page 43. CHILD DEVELOPMENT (CDEV)

Division of Business and Career Education

Dean: Elizabeth Arteaga

Department Chair, Child Development: Regina Lamourelle

Early childhood certificates offer students fundamental knowledge about the young child from conception through the early elementary years, providing developmentally appropriate learning opportunities to meet the social, emotional, physical, cognitive, and educational needs of the child. The early childhood certificates emphasize infant/ toddler, preschool, and school-age courses necessary for employment in state-licensed Title 22, publicly funded Title 5 programs, and religiously affiliated programs. These certificates are also recommended courses for those who work as licensed family child care providers, nannies, or recreation child care workers (cruise, exercise, or retail child care establishments).

The Infant/Toddler and Preschool certificates prepare students for extended study in infant/toddler development or early learning to obtain an associate or a baccalaureate degree in child development or employment as an infant-toddler or preschool program director, teacher, or other specialist working with young children and families. The school-age certificate of proficiency prepares students who are seeking to work with elementary-age children in an afterschool, camp, cruise, or family daycare setting. All three certificates lead to child development permits and require that students show negative TB test results.

Associate in Arts Child and Adolescent Development for Transfer (35593)

The Associate in Arts in Child and Adolescent Development for Transfer (AA-T) prepares a student to enter a California State University (CSU) as a junior to complete a baccalaureate degree in Child Development, Human Development, Child and Adolescent Studies, or Early Childhood Education. Upon completion of the AA-T in Child and Adolescent Development, students will have a general understanding of developmental theories as they pertain to the development, care, and education of young children. Students will demonstrate skill and knowledge in preparing developmentally-appropriate environments, curriculum, and assessments as they work professionally with families and team members and qualify for a Children's Center Permit.

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

• Demonstrate skill and knowledge in child observation, documentation, and effective assessment strategies that positively influence the development of children.

Major requirements Units

Child Development 107, Child Growth and Development (DS1) 3

Child Development 110, Child, Family and Community (DS2) 3

Psychology 100/100H, Introduction to Psychology 3

Mathematics 219/219H, Statistics, and Probability (4)

OR Mathematics 220, Statistics and Probability with Integrated 4 Review (4)

Select two (2) courses from the following (List A) 6

Child Development 108, Observation and Assessment for Early Learning and Development (DS3) (3)

Child Development 112, Health, Safety, and Nutrition for Children (3)

Child Development 116A, Infant/Toddler Growth and Development (DS4) (3)

Child Development 221, Living and Teaching in a Diverse Society (3)

TOTAL 19

Associate in Science Early Childhood Education for Transfer (35614)

The Associate Degree in Science in Early Childhood Education prepares students to transfer into a baccalaureate degree program in Child Development or a related field of study. Students will gain general knowledge and experience in early childhood education topics enabling them to obtain a Child Development Center Permit and meet the standards set forth by the National Association for the Education of Young Children for appropriate teaching practices in early learning settings.

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

- Demonstrate knowledge of early childhood curriculum, program practices, and the development of young children.
- Apply for and receive a Child Development Center permit

Major requirements Units

Child Development 107, Child Growth and Development (DS1) 3

Child Development 108, Observation and Assessment for Early Learning and Development (DS3) 3

Child Development 110, Child, Family and Community (DS2) 3

Child Development 111A, Principles and Practices of Teaching Young Children 3

Child Development 111B, Introduction to Curriculum for Young Children 3

Child Development 112, Health, Safety, and Nutrition for Children 3

Child Development 221, Living and Teaching in a Diverse Society 3

Child Development 298A, Practicum in Early Childhood Programs 3.5

TOTAL of 24.5

Certificate of Proficiency Early Childhood Leadership and Administration

The Early Childhood Administrative Certificate provides the educational coursework that prepares directors, supervisors, and managers for early childhood work settings serving children from infancy through age 8. Topics include: communication, curriculum, documentation and interpretation, culturally relevant

CHILD DEVELOPMENT CHILD DEVELOPMENT (CDEV)

Division of Business and Career Education

Dean: Elizabeth Arteaga

Department Chair, Child Development: Regina Lamourelle

Early childhood certificates offer students fundamental knowledge about the young child from conception through the early elementary years, providing developmentally appropriate learning opportunities to meet the social, emotional, physical, cognitive, and educational needs of the child. The early childhood certificates emphasize infant/ toddler, preschool, and school-age courses necessary for employment in state-licensed Title 22, publicly funded Title 5 programs, and religious-affiliated programs. These certificates are also recommended courses for those who work as licensed family child care providers, nannies, or recreation child care workers (cruise, exercise, or retail child care establishments).

The Infant/Toddler and Preschool certificates prepare students for extended study in infant/toddler development or early learning to obtain an associate or a baccalaureate degree in child development or employment as an infant-toddler or preschool program director, teacher, or other specialist working with young children and families. The school-age certificate of proficiency

prepares students who are seeking to work with elementary-age children in an afterschool, camp, cruise, or family daycare setting. All three certificates lead to child development permits and require that students show negative TB test results.

Associate in Arts Child and Adolescent Development for Transfer (35593)

The Associate in Arts in Child and Adolescent Development for Transfer (AA-T) prepares a student to enter a California State University (CSU) as a junior to complete a baccalaureate degree in Child Development, Human Development, Child and Adolescent Studies, or Early Childhood Education. Upon completion of the AA-T in Child and Adolescent Development, students will have a general understanding of developmental theories as they pertain to the development, care, and education of young children. Students will demonstrate skill and knowledge in preparing developmentally-appropriate environments, curriculum, and assessments as they work professionally with families and team members and qualify for a Children's Center Permit.

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

• Demonstrate skill and knowledge in child observation, documentation, and effective assessment strategies that positively influence the development of children.

Major requirements Units

Child Development 107, Child Growth and Development (DS1) 3

Child Development 110, Child, Family and Community (DS2) 3

Psychology 100/100H, Introduction to Psychology 3

Mathematics 219/219H, Statistics, and Probability (4)

OR Mathematics 220, Statistics and Probability with Integrated 4 Review (4)

Select two (2) courses from the following (List A) 6

Child Development 108, Observation and Assessment for Early Learning and Development (DS3) (3)

Child Development 112, Health, Safety, and Nutrition for Children (3)

Child Development 116A, Infant/Toddler Growth and Development (DS4) (3)

Child Development 221, Living and Teaching in a Diverse Society (3)

TOTAL of 19

Associate in Science Early Childhood Education for Transfer (35614)

The Associate Degree in Science in Early Childhood Education prepares students to transfer into a baccalaureate degree program in Child Development or a related field of study. Students will gain general knowledge and experience in early childhood education topics enabling them to obtain a Child Development Center Permit and meet the standards set forth by the National Association for the Education of Young Children for appropriate teaching practices in early learning settings.

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

- Demonstrate knowledge of early childhood curriculum, program practices, and the development of young children.
- Apply for and receive a Child Development Center permit

Major requirements Units

Child Development 107, Child Growth and Development (DS1) ${\bf 3}$

Child Development 108, Observation and Assessment for Early Learning and Development (DS3) 3

Child Development 110, Child, Family and Community (DS2) 3

Child Development 111A, Principles and Practices of Teaching Young Children 3

Child Development 111B, Introduction to Curriculum for Young Children 3

Child Development 112, Health, Safety, and Nutrition for Children 3

Child Development 221, Living and Teaching in a Diverse Society 3
Child Development 298A, Practicum in Early Childhood Programs 3.5

TOTAL of 24.5

Certificate of Proficiency Early Childhood Leadership and Administration

The Early Childhood Administrative Certificate provides the educational coursework that prepares directors, supervisors, and managers for early childhood work settings serving children from infancy through age 8. Topics include communication, curriculum, documentation and interpretation, culturally relevant approaches to teaching and learning that include developmentally appropriate, respectful, supportive relationships with children and families, administration, marketing, and management issues, and self-care and work-life balance related to the operation of center-based early childhood education programs. Fieldwork or field-based assignments may be required. Updated immunizations per state regulations are required.

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

- Demonstrate knowledge of developmentally appropriate curriculum planning, environments, observation, and guidance to assess one's strengths in working with young children to implement quality care for young children in a group setting.
- Demonstrate basic knowledge of staffing, budgets, enrollment, professional develop

Student Services Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs)

In the spring of 2006, the Division of Student Services began to establish and implement a comprehensive timeline and framework for the establishment of student learning outcomes (SLOs) within every department and program. These assessment efforts have been utilized in guiding, assessing, and improving all student services departments and programs.

To date all student services programs have defined expected student learning outcomes for their areas; identified appropriate assessment methodologies for their expected student learning outcome; and have completed full cycles of assessing student learning outcomes (refer to 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2012-2013, 2013-2014 SLO Reports, 2013-2014 SAO Reports, 2014-2015 SLO/SAO Reports and 2016-2017 SLO/SAO Reports). Note: Formal SLO/SAO assessment did not occur in 2011-2012 or 2015-2016; given that Triennial Program Reviews were submitted that year.

In an effort for continuous quality improvement of our learning outcome framework and in conjunction with the Office of Institutional Research and Effectiveness we produced the document: "Statement on Standards of Assessment Practice for Student Services Programs" (spring 2012) which affirms that assessment of student services at Santiago Canyon College meets each of the following criteria:

- 1. identification of at least one student learning outcome for each program
- use of direct and indirect assessment methods
- 3. current and specific assessments of record for SLOs on file
- 4. a regular, explicitly stated cycle of assessment for all programs on file
- 5. reports of assessment results and action plans on file

The five criteria stated above represent the threshold for assessment practice in student services for the institution. They enable the institution to describe a common core of learning to external stakeholders and agencies. The college invites and encourages faculty and staff to engage in outcomes assessment practices that go beyond the threshold established by the criteria.

In order to expand on the quality work undertaken to date in SLO assessment, Service Area Outcomes (SAOs) were developed beginning in the 2013-2014 academic year. Currently, all student services units develop at a minimum one Service Area Outcome (in addition to one Student Learning Outcome) and have begun the process of developing a multi-year approach in outcome assessment identification that includes mapping of their program/student outcomes with institutional outcomes/goals. A template was developed to document each area's SLO/SAO.

Implementation of assessment plans and SLO/SAO measurement will continue on an ongoing basis; this systematic assessment cycle ensures that we (1) implement our identified learning outcomes and Service Area Outcomes and identify methods to gather data, (2) interpret the results or evidence of our assessment and (3) that program goals, activities, and outcomes will be evaluated on an on-going basis to ensure that decisions for program improvement, planning, budgeting, etc. be shaped by the results of our assessment.

For additional information, please contact Syed Rizvi, Vice President of Student Services at rizvi syed@sccollege.edu or (714) 628-4886.

SEARCH

Santiago Canyon College

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Student Services

In an effort to reduce the spread of COVID-19, our Student Services Offices, which includes Counseling and Admissions and Records, are being provided via a distance education format until further notice.

En un esfuerzo por reducir la propagación de COVID-19, nuestras Oficinas de Servicios Estudiantiles, que incluyen Consejería y Oficina de Registración, se proporcionarán a través de un formato de educación en línea hasta nuevo aviso.

TALK TO A COUNSELOR/SCHEDULE AN APPOINTMENT

HABLE CON UN CONSEJERO / HAGA UNA CITA

REGISTRATION OFFICE LIVE-CHAT

COMUNIQUESE EN VIVO CON EL PERSONAL DE REGISTRACIÓN

Assessment Center

A wide variety of academic, aptitude, vocational, interest and other assessments is provided to assist adults in educational and career planning.

Disabled Students Program & Services (DSPS)

- Priority registration
- Registration assistance
- Academic advisement
- Learning disabilities assessment
- Test-taking accommodations
- Specialized instructional support
- Assistive technology
- Alternate media materials
- Note-taking assistance
- Interpreter services
- Liaison with faculty, staff, community agencies

Students are responsible for requesting DSPS services and for providing appropriate disability

verification from a qualified professional.

For additional information, or to register with DSPS, contact:

DSPS Office
Santiago Canyon College
(714) 628-4860 (voice)
(714) 639-9742 (TTY)
CE-Counseling Office
Division of Continuing Education
(714) 628-5929

STARS Program

Students Transition And Registration Seminar

This program is designed to bridge the transition from the Division of Continuing Education to college courses at Santiago Canyon College and other colleges. Many student are the first in their family to attend college and may not be familiar with the process. This will also prepare and inform student abut financing their college tuition and expenses. Counselors are available to assist students with transitioning from non credit courses to credit courses.

SCC continuing education students benefit. Students who are ready to enroll in college coursework at SCC complete the college application, placement test and first semester course selection in a safe and familiar environment with assistance from SCC/OEC Counselors and Outreach staff. Students who are not yet ready to enroll in college credit classes can attend the sessions to find out about going to college and how to apply, enroll and pay for college classes.

Step 1 Attend College Application Workshop

Step 2 Attend College Seminar and Advisement

Step 3 Enroll in College Classes

For more information, call (714) 628-5933

Scholarships

Several scholarships are made available to Continuing Education ESL students and high school graduates. Selection of scholarship recipients will be based upon recommendation of teachers and counselors, financial need, academic excellence, attendance, and minimum enrollment standards. For more information, call the Counseling office at 714-628-5929.

Outreach/Student Services

Assists with student recruitment

Seeks community resources, including community representatives to address students on a variety of topics

Provides workshops relevant to students' interests and needs

Sponsors and coordinates Job Fairs, Health Fairs, and Resource Fairs

Service Area Outcome

Students will be placed correctly in the appropriate course or level and be introduced to other

continuing education programs and services.

Student Learning Outcome

Students will be able to identify and use Student Services to help them attain their academic, career, and personal goals.

- Attendance/Enrollment Verification
- OEC Counseling
- Registration and Records

Accessibility

Orange Education Center • 1465

N. Batavia St. • Orange, CA 92867 • 714.628.5900



Santiago Canyon College

Santiago Canyon College is part of the <u>Rancho Santiago Community College District</u> and is accredited by the <u>Accrediting Commission for Community and Junior Colleges</u>.

<u>Discrimination and Harassment Complaints and Investigations</u> | <u>Non-Discrimination Policy</u>

Phil Dept Course SLOs

Fall 2011

PHIL 106

- A. Demonstrate knowledge of the discipline of philosophy.
- B. Demonstrate the ability to critically analyze and evaluate philosophy.

PHIL 106H

- A. Demonstrate knowledge of the discipline of philosophy.
- B. Demonstrate the ability to critically analyze and evaluate philosophy.

PHIL 108

- $\label{eq:A.Demonstrate} \textbf{A. Demonstrate knowledge of the discipline of ethics.}$
- B. Demonstrate the ability to critically analyze and evaluate ethics.

PHIL 110

- A. Demonstrate knowledge of the discipline of critical thinking.
- B. Demonstrate the ability to critically analyze and evaluate topics.

PHIL 110H

- A. Demonstrate knowledge of the discipline of critical thinking.
- B. Demonstrate the ability to critically analyze and evaluate topics.

PHIL 111

- A. Demonstrate knowledge of the discipline of logic.
- B. Demonstrate the ability to critically analyze and evaluate logic.

PHIL 112

- A. Demonstrate knowledge of world religions.
- B. Demonstrate the ability to critically analyze and evaluate world religions.

PHIL 115:

- A. Demonstrate knowledge of the philosophy of religion.
- B. Demonstrate the ability to critically analyze and evaluate philosophy of religion.

PHIL 118

- A. Demonstrate knowledge of the philosophy of the history of philosophy.
- B. Demonstrate the ability to critically analyze and evaluate the history of philosophy.

PHIL 120

- A. Demonstrate knowledge of social and political philosophy.
- B. Demonstrate the ability to critically analyze and evaluate social and political philosophy.

PHIL 144

- A. Demonstrate knowledge of reasoning and problem solving.
- B. Demonstrate the ability to critically analyze and evaluate reasoning and problem solving.

SCC Catalog 2020-2021 College Credit / 71 *Major requirements for the associate degrees are in addition to the General Education requirements found on page 43. Apprenticeship Carpentry-Drywall Finisher

The Associate of Science degree and Certificate of Achievement in Apprenticeship Carpentry Drywall Finisher are designed to provide related and supplemental instruction including the technical skills required in the trade. Successful completion may result in journeyworker status. Interested apprentices should contact the Carpentry Apprenticeship Committee and the Apprenticeship Office at Santiago Canyon College.

Associate of Science Drywall Finisher (13234)

Learning Outcome(s)

Upon successful completion of the major requirements for this degree, students will be able to

- Have a basis for further college education.
- Begin a career as a journeyworker drywall finisher.

Major requirements* Units

Apprenticeship Carpentry 071A, Orientation 2
Apprenticeship Carpentry 071B, Safety and Health Certifications 2
Apprenticeship Carpentry 072A, Basic Metal Framing 1.5
Apprenticeship Carpentry 074A, Print Reading 2
Apprenticeship Carpentry 076A, Basic Hand Finishing 1.5
Apprenticeship Carpentry 076B, Automatic Finishing Tools 1.5

Apprenticeship Carpentry 077A, Drywall Installation/Finish Trims 1.5

Apprenticeship Carpentry 077B, Advanced Hand Finishing 1.5

Apprenticeship Carpentry 077C, Advanced Automatic Finishing Tools 1.5

Apprenticeship Carpentry 078B, Advanced Metal Framing 1.5

Apprenticeship Carpentry 078C, Wet Wall Finishes 1.5

Apprenticeship Carpentry 078D, Ceiling and Soffit Finishing 1.5

Apprenticeship Carpentry 079A, Drywall/Acoustical Ceilings 1.5

Apprenticeship Carpentry 082B, Firestopping Procedures 1.5

Apprenticeship Carpentry 082C, Decorative Trims and Textures 1.5

TOTAL 24

Certificate of Achievement Drywall Finisher (21663)

Learning Outcome(s)

Upon successful completion of the requirements for this certificate, students will be able to

- Have a basis for further college education.
- Begin a career as a journeyworker drywall finisher.

Certificate requirements Units

Apprenticeship Carpentry 071A, Orientation 2

Apprenticeship Carpentry 071B, Safety and Health Certifications 2

Apprenticeship Carpentry 072A, Basic Metal Framing 1.5

Apprenticeship Carpentry 074A, Print Reading 2

Apprenticeship Carpentry 076A, Basic Hand Finishing 1.5

Apprenticeship Carpentry 076B, Automatic Finishing Tools 1.5

Apprenticeship Carpentry 077A, Drywall Installation/Finish Trims 1.5

Apprenticeship Carpentry 077B, Advanced Hand Finishing 1.5

Apprenticeship Carpentry 077C, Advanced Automatic Finishing Tools 1.5

Apprenticeship Carpentry 078B, Advanced Metal Framing 1.5

Apprenticeship Carpentry 078C, Wet Wall Finishes 1.5

Apprenticeship Carpentry 078D, Ceiling and Soffit Finishing 1.5

Apprenticeship Carpentry 079A, Drywall/Acoustical Ceilings 1.5

Apprenticeship Carpentry 082B, Firestopping Procedures 1.5

Apprenticeship Carpentry 082C, Decorative Trims and Textures 1.5

TOTAL 24

Apprenticeship Carpentry-Drywall/Lather

The Associate of Science degree and Certificate of Achievement in Apprenticeship Carpentry Drywall/Lather provide the related and supplemental instruction required for interior systems apprentices. Drywall/Lathers install metal stud framing, drywall, and lath according to layout plans, blueprints, and specifications. They frame and construct walls and ceilings to the necessary height and dimensions, and complete the construction for the interior/exterior of a building including the heavy gage framing and application for the exterior of the project. Successful completion may result in journeyworker status. Interested apprentices should contact the Carpentry Apprenticeship Committee and the Apprenticeship Office at Santiago Canyon College.

Associate of Science Drywall/Lather (11988)

Learning Outcome(s)

Upon successful completion of the major requirements for this degree, students will be able to

- Safely operate tools and equipment used by drywall applicators in the construction industry.
- Interpret prints to determine the appropriate use of construction methods and materials consistent with drywall applicator industry standards.

Major requirements* Units

Apprenticeship Carpentry 071A, Orientation 2
Apprenticeship Carpentry 071B, Safety and Health Certifications 2
Apprenticeship Carpentry 071C, Tool/Equipment Applications 1.5

Curriculum & Instruction Council (CIC)



Curriculum Office

Room: A-201

Phone: (714) 628-4748

FAX: (714) 532-2055

The Curriculum & Instruction Council (CIC) meets on the 1st, 3rd and 5th Mondays of the month at 1:30 PM in B-104 during the fall and spring semesters.

Mission

The Curriculum and Instruction Council fulfills the state-mandated role of certifying the academic integrity of all credit and noncredit classes and programs. It is founded on a joint agreement between the Academic Senate and the Board of Trustees to rely primarily on the advice of the Academic Senate with regard to curriculum; for example, establishing prerequisites, degree and certificate requirements, and grading policies. The Council is also part of the college and district collegial governance framework and provides a forum for students, staff, and faculty to participate in formulating curricular, instructional, and academic policy.

Responsibilities

- Approve, review, and modify all course outlines
- Approve all catalog and policy changes affecting curriculum, instruction, degree and certificate requirements, standards of student participation, etc.
- Approve and modify all college academic standards and policies
- CIC Homepage
- AB705 Course Impact Requisite Report
- Agenda & Minutes
- Associate Degrees for Transfer
- College Catalog & Class Schedule
- eLumenCurrently selected
- Members
 - Meeting Dates & Proposal Deadlines
 - Membership
- Quinquennials
- Resources
- SAC curriQunet Meta (Public Site)
- Tracking



Santiago Canyon College



Student Learning Outcomes & Assessment Review Committee Welcomes you!

Our Mission:

To assist faculty, staff, and the entire college community in preparing students to better think, learn, communicate, and act on knowledge gained through their experience at Santiago Canyon College.

Responsibilities:

• Coordinates SLO assessment at the course and program levels, including creating and maintaining a timeline and regularly assessing progress within the timeline, in order to

establish a process of sustainable continuous improvement and quality assurance in teaching and learning.

- Initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialog.
- Educate the college community through workshops, training, newsletters, and a website and provide resources in support of the SLO process.
- Review student learning outcomes (SLOs) and assessment plans to reflect an emphasis on student success.
- Make recommendations to the Office of Institutional Effectiveness and Assessment.

Membership:

Minimum 7 Faculty with at least one faculty member from each of the Academic Divisions (Arts, Humanities and Social Science, Library, Mathematics and Sciences, Business and Career Technical Education, Counseling and Student Support Services, Continuing Education)

- Faculty Assessment Coordinator
- Vice President of Academic Affairs or designee
- Vice President of Student Services or designee
- Assistant Dean of Institutional Effectiveness and Assessment
- Research Specialist
- Support Services Assistant
- Student



Student Learning Outcome Content Guide and Instructions

Select a BLUE button below to navigate to report pages with SLO descriptions and SLO findings and recommendations.

Once on a report page, select the **ORANGE** Slicer Panel button at the bottom of the screen to adjust the report based on your selections for: **Assessment Cycle, Program, Course Name, and Measure Level.**

To hide the Slicer Panel, click on the **ORANGE** Hide Slicer Panel button at the bottom of the screen.

Select the SLO number buttons at the top of the screen to adjust the report to focus on one SLO at a time.

Select Reset Slicers to remove all filters from a report.

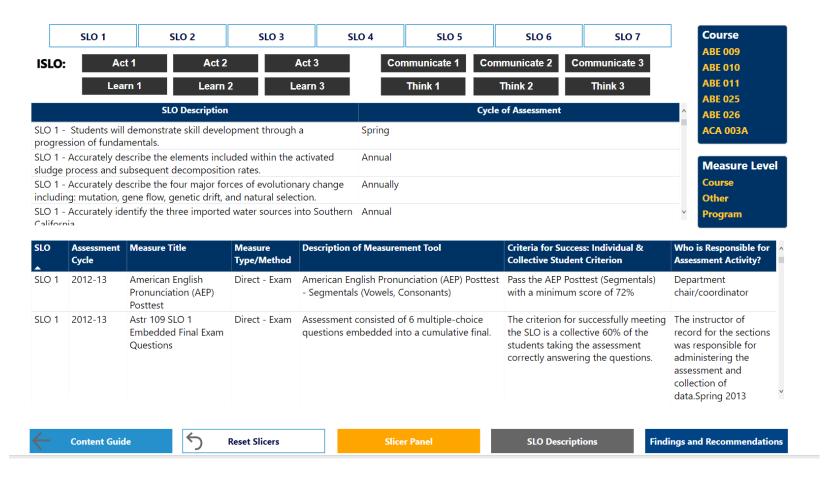
SLO Descriptions

General SLO information (SLO description, cycle of assessment, measure type, criteria for success, and responsible parties)

Findings and Recommendations

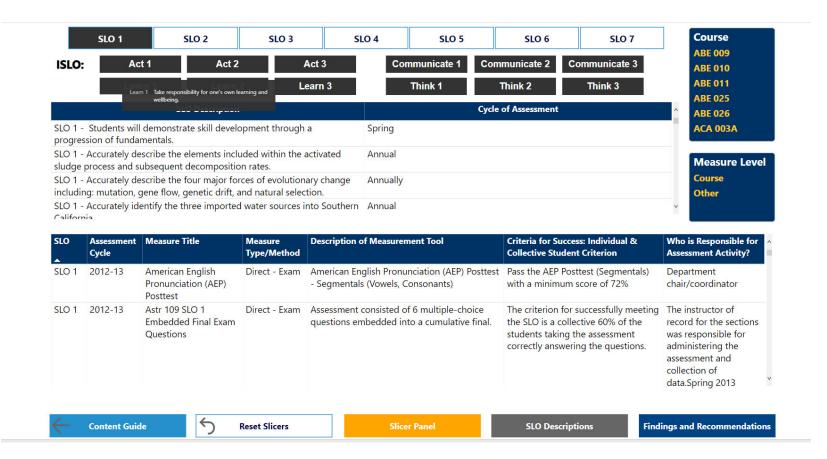
SLO findings and recommendations

CLICK ON COUSE DESCRIPTORS



CLICK ON SLO1 https://tinyurl.com/yxecsdpk

 $\frac{https://app.powerbi.com/view?r=eyJrIjoiNGQ5NzI2MjQtYzQxNS00ZWU2LWI5NWMtNWVhN2RmNTY5NmQxIiwidCl6ImE4MDQwMDk1LTcxNmQ}{tNGU0OS1iNzgzLWI1Zjc0NmVlYThiMyIsImMiOjZ9}$



CLICK ON FINDINGS AND RESULTS https://tinyurl.com/yxecsdpk

 $\frac{https://app.powerbi.com/view?r=eyJrIjoiNGQ5NzI2MjQtYzQxNS00ZWU2LWI5NWMtNWVhN2RmNTY5NmQxIiwidCl6ImE4MDQwMDk1LTcxNmQtNGU0OS1iNzgzLWI1Zjc0NmVlYThiMylsImMiOjZ9$