PROGRAM INFORMATION

PROGRAM TITLE Architectural Advanced Residential Design Skill Award

C & I MEETING DATE : 4/25/2018

SUBJECT AREA : ARCH

DEPARTMENT : ARCH

DIVISION : Technology & Aviation Division

TOP CODE : 020100 *Architecture and Architectural Technolog

PROGRAM TYPE : Skill Award

CIP CODE : 04.0902 **ACADEMIC YEAR :** Spring 2018-2019

PROGRAM GOAL : CTE

If other, please explain:

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

MINIMUM : 6 **MAXIMUM :** 6

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

MINIMUM : 0 **MAXIMUM :** 0

GAINFUL EMPLOYMENT : **APPRENTICESHIP :**

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:

- 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 Advanced Residential Design Skill Award is to train the student in the advanced design techniques for a two-story multi-family structure. Introductory instruction in the area of interior design is also included. Upon completion of this skill award, the student may enter the workforce as an architectural and interior drafter/designer. This is the second 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 Residential Designer. The student will also be eligible for jobs that require experience in the design and documentation of two-story residential dwellings and their interior spaces.

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

If from Section1, 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 Advanced Residential 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 Advanced Residential 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 field of two-story residential 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 ?

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?

0

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 : 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 is an opportunity for a portion of the skill award to be taught using online methods. The two 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 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
☐	New Equipment		
☐	Hardware or Software (include software license renewal)		
☐	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
☐	Library Acquisitions		
☐	Travel		
☐	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type

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?

One of the two courses, Arch 125, is currently part of the Architecture Drafting and Design Certificate. The other class, Arch 141, is being proposed as an additional class of the 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
			REQUIRED COURSES WITHOUT OPTIONS	6 - 6
	ARCH	**125**	Residential Architectural Design II	3
	ARCH	**141**	Interior Design	3

Restricted Elective Courses

	Subject	Number	Title	Units

Program Schedule

	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

SUBSTANTIVE CHANGE REPORTING

Was this program previously offered in face-to-face format but now will be offered 50% or more online?

Will this program be offered 100% online?

Will this program be offered outside the geographic region currently served by the college (including international sites)?

Will at least 50% of this program be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?

Is this a program in a field requiring substantial new curriculum, faculty, equipment, or facilities, such as a program with a clinical component?

Will this program involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?

If this is a program revision, will it require an increase of 50% or more in the number of credit hours awarded or required?

Will this program proposal result in a "significant departure" from the college's current programs?

Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.

PROGRAM INFORMATION

PROGRAM TITLE   Architectural Introductory Residential Design Skill Award

C & I MEETING DATE : 4/25/2018

SUBJECT AREA :   ARCH

DEPARTMENT :   ARCH

DIVISION :   Technology & Aviation Division

TOP CODE :   020100 *Architecture and Architectural Technolog

PROGRAM TYPE :   Skill Award

CIP CODE :   04.0902   **ACADEMIC YEAR :**   Spring 2018-2019

PROGRAM GOAL :   CTE

If other, please explain:

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

MINIMUM :   **MAXIMUM :**

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

MINIMUM :   0   **MAXIMUM :**   0

GAINFUL EMPLOYMENT :   **APPRENTICESHIP :**

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:

- 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 Introductory Residential Design Skill Award is to train the student in introductory design techniques for a one & two-story residence. Upon completion of this skill award, the student may enter the workforce as a residential architectural drafter/designer. This is the first 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 Residential Designer. The student will also be eligible for jobs that require experience in the design and documentation of residential dwellings.

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

If from Section1, 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 Introductory Residential 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 Introductory 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 residential design by instructing them in the latest techniques of documenting 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?

0

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 : 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 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?

The three courses are currently part of the Architecture Drafting and Design Certificate. These classes are Arch 101, Arch 102, and Arch 120.

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 ? :

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
☐	New Equipment		
☐	Hardware or Software (include software license renewal)		
☐	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
☐	Library Acquisitions		
☐	Travel		
☐	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type

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?

GLENDALE
COMMUNITY
COLLEGE

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
			REQUIRED COURSES WITHOUT OPTIONS	0 - 0
	ARCH	**101**	Drafting And Basic Design	3
	ARCH	**102**	Architectural Drafting And Design	3
	ARCH	**120**	Residential Architectural Design I	3

Restricted Elective Courses

	Subject	Number	Title	Units

Program Schedule

	Subject	Number	Title
			Term 1
			Required
	ARCH	101	Drafting And Basic Design
	ARCH	102	Architectural Drafting And Design
	ARCH	120	Residential Architectural Design I
			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

SUBSTANTIVE CHANGE REPORTING

Was this program previously offered in face-to-face format but now will be offered 50% or more online?

Will this program be offered 100% online?

Will this program be offered outside the geographic region currently served by the college (including international sites)?

Will at least 50% of this program be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?

Is this a program in a field requiring substantial new curriculum, faculty, equipment, or facilities, such as a program with a clinical component?

Will this program involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?

If this is a program revision, will it require an increase of 50% or more in the number of credit hours awarded or required?

Will this program proposal result in a "significant departure" from the college's current programs?

Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.

PROGRAM INFORMATION

PROGRAM TITLE   Architectural Permit Technician Skill Award

C & I MEETING DATE : 4/25/2018

SUBJECT AREA :   ARCH

DEPARTMENT :   ARCH

DIVISION :   Technology & Aviation Division

TOP CODE :   020100 *Architecture and Architectural Technolog

PROGRAM TYPE :   Skill Award

CIP CODE :   04.0902   **ACADEMIC YEAR :**   Spring 2018-2019

PROGRAM GOAL :   CTE

If other, please explain:

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

MINIMUM :   6   **MAXIMUM :**   6

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

MINIMUM :   0   **MAXIMUM :**   0

GAINFUL EMPLOYMENT :   **APPRENTICESHIP :**

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:

- 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 Technical Development Skill Award is to train the student in the fields of Building Codes and Print Reading. Upon completion of this skill award, the student will be able to apply the relevant codes and interpret the information on construction documents.

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 Building Code Technician. With the completion of other skill awards, the student will also be eligible for jobs that require experience interpreting construction documents and, in the design, and documentation of residential and commercial design.

The student will be able to interpret the current edition of the International Building Code (IBC) and apply it to residential and commercial building designs. Students that are currently working in the field of Cost Estimation will also be assisted with this skill award.

If from Section1, 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 Technical Development 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 Technical Development 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 architectural 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?

0

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 : 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, both classes in this skill award are taught using online methods.

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 ? :

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
☐	New Equipment		
☐	Hardware or Software (include software license renewal)		
☐	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
☐	Library Acquisitions		
☐	Travel		
☐	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type

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?

One of the two classes, Arch 106, is currently part of the Architecture Drafting and Design Certificate. The other class, Arch 108, 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
			REQUIRED COURSES WITHOUT OPTIONS	6 - 6
	ARCH	**106**	Building Codes	3
	ARCH	**108**	Architectural Print Reading	3

Restricted Elective Courses

	Subject	Number	Title	Units

Program Schedule

	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

SUBSTANTIVE CHANGE REPORTING

Was this program previously offered in face-to-face format but now will be offered 50% or more online?

Will this program be offered 100% online?

Will this program be offered outside the geographic region currently served by the college (including international sites)?

Will at least 50% of this program be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?

Is this a program in a field requiring substantial new curriculum, faculty, equipment, or facilities, such as a program with a clinical component?

Will this program involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?

If this is a program revision, will it require an increase of 50% or more in the number of credit hours awarded or required?

Will this program proposal result in a "significant departure" from the college's current programs?

Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.

PROGRAM INFORMATION

PROGRAM TITLE   Architectural Visualization Skill Award

C & I MEETING DATE : 4/25/2018

SUBJECT AREA :   ARCH

DEPARTMENT :   ARCH

DIVISION :   Technology & Aviation Division

TOP CODE :   020100 *Architecture and Architectural Technolog

PROGRAM TYPE :   Skill Award

CIP CODE :   04.0902   **ACADEMIC YEAR :**   Spring 2018-2019

PROGRAM GOAL :   CTE

If other, please explain:

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

MINIMUM : 9   **MAXIMUM :**   9

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

MINIMUM : 0   **MAXIMUM :**   0

GAINFUL EMPLOYMENT :   **APPRENTICESHIP :**

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:

- 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 Visualization Skill Award is to train the student in the fields of Perspective Drawing and Descriptive Geometry. This will enhance the students' skill in visualizing an architectural structure. Introductory training in the SketchUp and Rhinoceros software is also included. Upon completion of this skill award, the student will be able to create drawings needed for the preliminary design of an architectural project.

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 Visualization Technician. The student will also be eligible for jobs that require experience in the design and documentation of drawings, sketches, and renderings of preliminary residential and commercial designs.

The student will be able to take instructions from an architect, engineer, and/or designer and create preliminary drawings for a residential and commercial designs. Students will receive training in the SketchUp and Rhino software programs.

If from Section1, 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 Visualization 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 Visualization 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 architectural design field by instructing them in the latest techniques of documenting 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?

0

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 : 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 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 ? :

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
☐	New Equipment		
☐	Hardware or Software (include software license renewal)		
☐	Remodeled Facilities (e.g. lab space, specialized classroom, etc.)		
☐	Library Acquisitions		
☐	Travel		
☐	Conference Attendance		

PROGRAM REVIEW DATE :

PROGRAM REQUIREMENTS

GENERAL EDUCATION PATTERN(s)

Subject	Course Number	Course Title	Type

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?

The three courses are currently part of the Architecture Drafting and Design Certificate. These classes are Arch 101, Arch 103, and Arch 105.

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
			REQUIRED COURSES WITHOUT OPTIONS	9 - 9
	ARCH	101	Drafting And Basic Design	3
	ARCH	103	Descriptive Geometry	3
	ARCH	105	Perspective Graphics with Introduction to SketchUp and Rhinoceros	3

Restricted Elective Courses

	Subject	Number	Title	Units

Program Schedule

	Subject	Number	Title
			Term 1 - Total Units: 9
	ARCH	101	Drafting And Basic Design
	ARCH	103	Descriptive Geometry
	ARCH	105	Perspective Graphics with Introduction to SketchUp and Rhinoceros
			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

SUBSTANTIVE CHANGE REPORTING

Was this program previously offered in face-to-face format but now will be offered 50% or more online?

Will this program be offered 100% online?

Will this program be offered outside the geographic region currently served by the college (including international sites)?

Will at least 50% of this program be offered at an additional location that is geographically apart from the Verdugo or Garfield campuses?

Is this a program in a field requiring substantial new curriculum, faculty, equipment, or facilities, such as a program with a clinical component?

Will this program involve contracting a commercial organization to provide more than 25% of the instruction on behalf of GCC?

If this is a program revision, will it require an increase of 50% or more in the number of credit hours awarded or required?

Will this program proposal result in a "significant departure" from the college's current programs?

Is there an intention to discontinue any programs offered by your division or department? Explain. If due to loss of state authorization or licensure, please give details.