Program Overview—Introduction

ACRT-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

College of Marin offers an Automotive Collision Repair Program at the Indian Valley Campus in Novato, California. The Automotive Collision Repair program provides instruction in five areas of Auto Collision Repair. The five areas include Painting and Refinishing, Structural Repair, Non Structural Repair, Electric Vehicle & Hybrid Maintenance and Mechanical & Electrical Repair. The courses are designed to provide opportunity for the development of skills, knowledge and experience for employment in the Automotive Collision Repair industry. Students in other majors may take these courses to enhance their technical skills and overall knowledge of automobiles.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

Study in the field of Automotive Collision Repair Technology prepares students for entry into one or more of the many service branches of the expanding Automotive Collision Repair and Maintenance field. The Automotive Collision Repair and maintenance field is a $30-billion a year industry which translates into job security. All courses can be used towards a Certificate of Achievement or Associate of Science Degree and are transferable for baccalaureate degree credit at the California State University. Additionally, all courses in the Auto Collision Repair program address the proper procedure for repairing, replacing or refinishing the exterior and interior of automobiles. Courses are designed to challenge all levels of expertise from the beginner student to the returning technician wishing to advance in the profession. Many collision repair technicians prefer to specialize - some in structural repair, others in painting and refinishing. Some technicians with leadership and business talent will go on to own their own collision repair facility. Some become service managers, shop managers or auto technology instructors, if they have strong communication skills.
III. Students Served
Briefly outline what students are served in your program.

The courses typically attract a wide variety of students.
*Those students right out of high school looking for career pathways that involve automobiles and technology. *Mid age students who typically want to upgrade their skills seeking a higher career level. *Members of the community wishing to perfect their skills and knowledge in automotive restoration and repair. *Electric car enthusiasts.

IV. Program History
Briefly outline the recent history of your program.

For the last 31 years the College of Marin Auto Collision Repair program has resided at the Indian Valley Campus in Novato. The Transportation Technology Complex which includes the Auto Collision Repair lab was recently renovated. The building features "state of the art" equipment and tools and provides students with the most current and up to date training available. The complex is warm, friendly and accommodates student needs better than the previous facility. Like any new building, we are still dealing with design flaws and construction issues. We are trying to overcome these problems so that we can accommodate students better. Over the last 11 years, there has been a steady increase in enrollment in Auto Collision Repair. The curriculum was recently aligned with Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards and has multiple pathways for student success in the form of Certificates of Achievement. ASE /NATEF are nationally recognized certification programs. Instructors in Auto Collision Repair are ASE Certified Master Technicians. The Automotive Collision Repair program is now in the process of a self-study to insure ASE and NATEF standards are being met. The College will hire an outside team to review the curriculum and facility so that we can proceed through the final steps of becoming an ASE/ NATEF certified Auto Collision Repair Facility. The Auto Collision Repair instructors have worked hard over the past several years preparing for the upcoming review. The Auto Collision Repair Discipline works closely with the other disciplines in Career Ed at the College of Marin Indian Valley Campus. They include Auto Technology, Electronics, Machine Metals Technology and Welding. For example, students in the Auto Collision Repair program may decide to improve their welding techniques by taking intermediate or advanced welding through the Welding program or improve their electrical and mechanical skills by taking courses in Auto Technology. The primary goal of the Career Ed program
is to help students gain employment. The Career Ed programs work closely together to help students develop the skills necessary to meet this goal. Currently, the ACRT program is working with the Electronics program and the Environmental Landscaping department to study the feasibility to develop curriculum centered around alternative energy vehicles. The primary role of the ACRT program is to teach students how to alter a conventional internal combustion engine (ICE) vehicle to an electric vehicle (EV). In order for a vehicle to accept EV components, the body of the vehicle must be altered to accept storage of batteries.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Administration-of-Justice-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

AJ offers an AS degree and a career certificate. AJ offers nine courses. All nine courses are required for the certificate and degree and are offered on a 3 semester cycle so a student may complete in 3 semesters. One course was deleted (AJ 114) after the past review, leaving the discipline with the current 9 courses.

The AJ degree at CoM is based on the model curriculum proposed by the California Commission on Peace Officer Standards and Training. Changes will only occur in the CoM program if the model curriculum is modified.

II. Program Purpose
Pathway:
Transfer
Briefly describe how your program fits into the pathways you have chosen.

The general outcomes of the discipline are to provide a solid foundation of knowledge that will prepare the student for initial employment within the Criminal Justice Field.

AJ offers coursework for transfer to a 4 year college or university. All courses transfer as electives to CSU. AJ 110, 111, 118 and 204 transfer as an elective to UCs.

III. Students Served
Briefly outline what students are served in your program.

Males represent about half of the students taking Administration courses, which is better than the national comparison of males and females working in AJ. (75% male) About half of the students are white which is also better than the national rate at 68%. AJ ethnicity and gender data do not show a significant change since the last program review. AJ students tend to be younger (50-60% are 18-24) than the CoM average of 31.

IV. Program History
Briefly outline the recent history of your program.

The enrollment trend in AJ was static for the five years prior to the last review, accounting for loads of 3-400 per semester, with spring attracting more
students than fall. Since that time, AJ enrollment has increased dramatically, reaching a load in the high 600s.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Auto-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The College of Marin Automotive Technology Program is housed at the Indian Valley Campus. The program consists of three program levels of education. * The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice. * The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Certificate of Achievement and/or Associate of Science in Automotive Technology. *The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or ASE Certification.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

Primary Goal * Associate of Science Degree (4) * Certificate of Achievement (4) * Skills Certificate (7) * California Bureau of Automotive Repair Smog Check Inspector License * Federal EPA Refrigerant Handling License * Entry Level Training * Update/In-Service Training * Specialized Training related to the California Smog Check Program * Environmental safety and Green operations in the industry Secondary Goal * Associate of Science Degree (4) * Transfer to the CSU System as a Major * Transfer to the CSU System as an Elective

III. Students Served
Briefly outline what students are served in your program.

* Today’s students entering the program have a lower mechanical aptitude and less knowledge of the automobile. * The students are more visual today this means they need to see it and touch it to learn. * The students must repeat skills multiple times to achieve success and understand the process. * The diverse student population include: * First generation college students * Students with insufficient Basic Skills * ESL (Marin Counties growing Hispanic and Asian population. see attached COM Planning Info doc.) * High School dropouts * Learning disabled * High School graduates * Students with some; * College experience * Associate Degree * Bachelor Degree * Post Baccalaureate Degrees

IV. Program History
Briefly outline the recent history of your program.

The Automotive Technology Program was at one time fully staffed with two fulltime highly trained instructors, and a dedicated fulltime automotive lab tech. In 1997
when one Automotive Technology instructor retired, and the fulltime only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACRT position a part-time program and split the full time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very different knowledge bases, and the skill sets are unrelated. The COM Administration failed to comprehend the differences between these two different disciplines. The search for an instructor to teach both areas resulted in a very small and weak pool from which to select. The end result is that a part time instructor in the Auto Tech program was hired. The most important driving force for the decision to split the instructor position and the lab tech position was to save money for the District. This salary savings was never redirected back to the Automotive Program, and the Program has suffered the consequences as a result of this decision. At one point the Automotive Technology Program was rated among the top programs in the State of California. Having the full time Automotive Technology instructor position split between AUTO and ACRT; and the lab tech is split between 2 facilities; 2 labs; 2 student populations; and 2 industries, spreading the positions so thin has had a negative impact on the quality of the Automotive Technology Program's ability to deliver the "stellar level" of ATTS certified training standards to our students. We make the best of the situation. The instructor who is split is trying his best to straddle two entirely different technologies; the lab tech tries his best to cover two very different "lab learning environments". It is critical in today's world of Automotive Technology that instructor's are "real time" dedicated to receiving intensive update training in the field due to the emerging technologies (hybrid, electric, fuel cell, hydrogen fuel, and vehicle stability control to name a few): the very serious emerging "safety issues for instruction", and new methods for teaching these new technologies. The instructor who is split between Automotive Collision Repair and Automotive Technology does not have the time to dedicate to the extensive training necessary in one industry or the other. It is hard enough to stay current at "real industry standards" in the Automotive Technology field, much less try to do "real time" industry standards in two different fields. Both programs suffer. Students will ultimately pay the price for watered down curriculum and training standards. The same is true of a lab tech trying to keep tract of all the tools, equipment, supplies, students taking things, etc. College of Marin is investing over 10 million dollars in modernization of the Automotive Technology facility, and the Automotive Collision Repair facility. The new facilities will be a current up to date industry standard teaching environment. College Marin needs to restore the instructional function to it full capacity so that we have don't just a great facility but we can also provide high level of technical instruction. In doing so this will draw our students back who want real training for real jobs. (See GetREA attached.) The hobby student who wants to learn a few skills can still take the Fundamentals Program in the Automotive Technology Program. It is critical that the College of Marin restore the instruction in the Automotive Technology Program back to 2 fulltime faculty who are dedicated to acquiring and maintaining current industry standards and revitalizing the program to the ATTS and NATEF certification standards. It is also imperative that the Automotive Technology Program has a full-time laboratory tech and the district provide release time to for the lab tech to attend formal training in the automotive field. Students would receive better instruction, better access, better lab maintenance, which will increase student access, student success, student retention and improve workforce preparation. The Automotive Technology Program focuses on preparing students to enter the workforce; it is not a leisure-learning program, although students are not prevented from enrolling to learn about the automotive technology for personal reasons. This implies that the Automotive Collision Repair Program could also benefit from having a dedicated fulltime instructor and a dedicated lab tech—which would stabilize the program and allow it return to its primary goal of preparing students for the workforce. The Automotive Technology Industry Advisory Committee is made up of local; independent technicians, dealership technicians, auto repair shop owners, service managers, a fleet managers, tool manufacturers, representatives, High School Automotive Instructors and the Northern California State Coordinator for Automotive Apprentices. The Committee meets twice yearly once as a group and once with the Auto Collision Repair Technology Advisory Committee and the Marin County ROP Automotive Advisory Committee in a joint meeting. The Committee is very active in their role as industry advisors in the past, present and the future of the Program. *For information and statistics about demographics,success and retention consult the Data Dashboard via Argus * The Program has a positive reputation in the business community as
reflected by a demand for our graduates in the workforce that is greater than we can meet.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
COUR-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The College of Marin Court Reporting Program prepares students to pass the California Certified Shorthand Reporters licensing examination (CSR), and the Registered Professional Reporter's certificate (RPR) from the National Court Reporters Association. The Court Reporting Program is recognized and regulated by the Court Reporters Board of California (See attached regulations).

Students must qualify to take the CSR examination by completing the minimum requirements (see attachment). The Program then provides documentation to the state that allows the student to sit for licensure.

The Court Reporters Board periodically audits our Program for regulatory compliance which includes:

> Stenotype machine skill development to 200-plus words per minute
> English
> Medical
> Legal
> Procedures and Ethics
> Transcript Preparation
> Court Reporting Technology
> Apprenticeship

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.

* In order to take testimony under oath in California, a court reporter must be state licensed. Court Reporting Program learners are primarily interested in acquiring the knowledge and skills to pass the State licensing examination (CSR).

* Some Court Reporting Program students elect to earn one or both of the two A.S Degrees and/or two Certificates of Completion offered by our Program. However, neither degrees nor certificates are required to engage in work as a court reporter. The basic requirement to engage in work as a court reporter is the State license.
* Students who do not successfully complete the Court Reporting Program acquire
marketable knowledge and skills every semester. These skills have enabled our
current students to find employment as medical and legal transcriptionists,
 scopists/proofreaders for court reporters, clerical support for law offices and
freelance deposition firms, and communication access realtime translation (CART)
providers for the Deaf and hard-of-hearing communities.

III. Students Served
Briefly outline what students are served in your program.

* Most court reporting students are re-entry women.
* Many of them already have earned an Associate's or Bachelor's degree. Students
who begin the program with a recent BA are often our most successful students,
due to the demanding nature of the course of study.
* Many are single parents.
* Many are training for a second career.

IV. Program History
Briefly outline the recent history of your program.

* The COM Court Reporting Program was founded in 1975.
* The State of California only licenses approximately 125 - 150 new court
reporters per year. We are steadily increasing the number of candidates we send
to the state exam, and our successful candidates are on, average, taking less
time to achieve qualification than in the past.
* Our Court Reporting Program has worked diligently to keep pace with the
changing technology. We continually update our technology courses.
* The Court Reporting profession is now considered "Information Technology" for
the legal community.
* The Court Reporters Board of California has recently updated their requirements
for approved court reporting programs, and we are implementing these changes in
our curriculum. (See attachment)

Attachments:
List and briefly describe any attachments

California Court Reporting Program Regulations:
  *Business and Professions Code
  *California Code of Regulations

California Business and Professions Code

8027. (a) As used in this section, "school" means a court reporter training
program or an institution that provides a course of instruction approved by the
board and the Bureau for Private Postsecondary and Vocational Education, is a
public school in this state, or is accredited by the Western Association of
Schools and Colleges.
  (b) A court reporting school shall be primarily organized to train students
for the practice of shorthand reporting, as defined in Sections 8016 and 8017.
Its educational program shall be on the postsecondary or collegiate level. It
shall be legally organized and authorized to conduct its program under all
applicable laws of the state, and shall conform to and offer all components of
the minimum prescribed course of study established by the board. Its records
shall be kept and shall be maintained in a manner to render them safe from theft,
fire, or other loss. The records shall indicate positive daily and clock-hour
attendance of each student for all classes, apprenticeship and graduation
reports, high school transcripts or the equivalent or self-certification of high
school graduation or the equivalent, transcripts of other education, and student
progress to date, including all progress and counseling reports.
(c) Any school intending to offer a program in court reporting shall notify the board within 30 days of the date on which it provides notice to, or seeks approval from, the California Department of Education, the Bureau for Private Postsecondary and Vocational Education, the Chancellor's Office of the California Community Colleges, or the Western Association of Schools and Colleges, whichever is applicable. The board shall review the proposed curriculum and provide the school tentative approval, or notice of denial, within 60 days of receipt of the notice. The school shall apply for provisional recognition pursuant to subdivision (d) within no more than one year from the date it begins offering court reporting classes.

(d) The board may grant provisional recognition to a new court reporting school upon satisfactory evidence that it has met all of the provisions of subdivision (b) and this subdivision. Recognition may be granted by the board to a provisionally recognized school after it has been in continuous operation for a period of no less than three consecutive years from the date provisional recognition was granted, during which period the school shall provide satisfactory evidence that at least one person has successfully completed the entire course of study established by the board and complied with the provisions of Section 8020, and has been issued a certificate to practice shorthand reporting as defined in Sections 8016 and 8017. The board may, for good cause shown, extend the three-year provisional recognition period for not more than one year.

Failure to meet the provisions and terms of this section shall require the board to deny recognition. Once granted, recognition may be withdrawn by the board for failure to comply with all applicable laws and regulations.

(e) Application for recognition of a court reporting school shall be made upon a form prescribed by the board and shall be accompanied by all evidence, statements, or documents requested. Each branch, extension center, or off-campus facility requires separate application.

(f) All recognized and provisionally recognized court reporting schools shall notify the board of any change in school name, address, telephone number, responsible court reporting program manager, owner of private schools, and the effective date thereof, within 30 days of the change. All of these notifications shall be made in writing.

(g) A school shall notify the board in writing immediately of the discontinuance or pending discontinuance of its court reporting program or any of the program's components. Within two years of the date this notice is sent to the board, the school shall discontinue its court reporting program in its entirety. The board may, for good cause shown, grant not more than two one-year extensions of this period to a school. If a student is to be enrolled after this notice is sent to the board, a school shall disclose to the student the fact of the discontinuance or pending discontinuance of its court reporting program or any of its program components.

(h) The board shall maintain a roster of currently recognized and provisionally recognized court reporting schools, including, but not limited to, the name, address, telephone number, and the name of the responsible court reporting program manager of each school.

(i) The board shall maintain statistics that display the number and passing percentage of all first-time examinees, including, but not limited to, those qualified by each recognized or provisionally recognized school and those first-time examinees qualified by other methods as defined in Section 8020.

(j) Inspections and investigations shall be conducted by the board as necessary to carry out this section, including, but not limited to, unannounced site visits.

(k) All recognized and provisionally recognized schools shall print in their school or course catalog the name, address, and telephone number of the board. At a minimum, the information shall be in 8-point bold type and include the following statement:

"IN ORDER FOR A PERSON TO QUALIFY FROM A SCHOOL TO TAKE THE STATE LICENSING EXAMINATION, THE PERSON SHALL COMPLETE A PROGRAM AT A RECOGNIZED SCHOOL. FOR INFORMATION CONCERNING THE MINIMUM REQUIREMENTS THAT A COURT REPORTING PROGRAM MUST MEET IN ORDER TO BE RECOGNIZED, CONTACT: THE COURT REPORTERS BOARD OF CALIFORNIA; (ADDRESS); (TELEPHONE NUMBER)."

(l) Each court reporting school shall file with the board, not later than June 30 of each year, a current school catalog that shows all course offerings and staff, and for private schools, the owner, except that where there have been no changes to the catalog within the previous year, no catalog need be sent. In addition, each school shall also file with the board a statement certifying
whether the school is in compliance with all statutes and the rules and regulations of the board, signed by the responsible court reporting program manager.

(m) A school offering court reporting may not make any written or verbal claims of employment opportunities or potential earnings unless those claims are based on verified data and reflect current employment conditions.

(n) If a school offers a course of instruction that exceeds the board's minimum requirements, the school shall disclose orally and in writing the board's minimum requirements and how the course of instruction differs from those criteria. The school shall make this disclosure before a prospective student executes an agreement obligating that person to pay any money to the school for the course of instruction. The school shall also make this disclosure to all students enrolled on January 1, 2002.

(o) Private schools shall provide each prospective student with all of the following and have the prospective student sign a document that shall become part of that individual's permanent record, acknowledging receipt of each item:

1. A student consumer information brochure published by the board.
2. A list of the school's graduation requirements, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary.
3. A list of requirements to qualify for the state certified shorthand reporter licensing examination, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary, if different than those requirements listed in paragraph (2).
4. A copy of the school's board-approved benchmarks for satisfactory progress as identified in subdivision (u).
5. A report showing the number of students from the school who qualified for each of the certified shorthand reporter licensing examinations within the preceding two years, the number of those students that passed each examination, the time, as of the date of qualification, that each student was enrolled in court reporting school, and the placement rate for all students that passed each examination.

6. On and after January 1, 2005, the school shall also provide to prospective students the number of hours each currently enrolled student who has qualified to take the next licensing test, exclusive of transfer students, has attended court reporting classes.

(p) Public schools shall provide the information in paragraphs (1) to (6) of subdivision (o), inclusive, to each new student the first day he or she attends theory or machine speed class, if it was not provided previously.

(q) Each enrolled student shall be provided written notification of any change in certification or graduation requirements that is being implemented due to the requirements of any one of the school's oversight agencies. This notice shall be provided to each affected student at least 30 days before the effective date of the change and shall state the new requirement and the name, address, and telephone number of the agency that is requiring it of the school. Each student shall initial and date a document acknowledging receipt of that information and that document, or a copy thereof, shall be made part of the student's permanent file.

(r) Schools shall make available a comprehensive final examination in each academic subject to any student desiring to challenge an academic class in order to obtain credit towards certification for the state licensing examination. The points required to pass a challenge examination shall not be higher than the minimum points required of other students completing the academic class.

(s) An individual serving as a teacher, instructor, or reader shall meet the qualifications specified by regulation for his or her position.

(t) Each school shall provide a substitute teacher or instructor for any class for which the teacher or instructor is absent for two consecutive days or more.

(u) The board has the authority to approve or disapprove benchmarks for satisfactory progress which each school shall develop for its court reporting program. Schools shall use only board-approved benchmarks to comply with the provisions of paragraph (4) of subdivision (o) and subdivision (u).

Each school shall counsel each student a minimum of one time within each 12-month period to identify the level of attendance and progress, and the prognosis for completing the requirements to become eligible to sit for the state licensing examination. If the student has not progressed in accordance with the board-approved benchmarks for that school, the student shall be counseled a minimum of one additional time within that same 12-month period.

(w) The school shall provide to the board, for each student qualifying through the school as eligible to sit for the state licensing examination, the number of hours the student attended court reporting classes, both academic and machine
speed classes, including theory.
(x) The pass rate of first-time exam takers for each school offering court reporting shall meet or exceed the average pass rate of all first-time test takers for a majority of examinations given for the preceding three years. Failure to do so shall require the board to conduct a review of the program. In addition, the board may place the school on probation and may withdraw recognition if the school continues to place below the above described standard on the two exams that follow the three-year period.
(y) A school shall not require more than one 10-minute qualifying examination, as defined in the regulations of the board, for a student to be eligible to sit for the state certification examination.
(z) A school shall provide the board the actual number of hours of attendance for each applicant the school qualifies for the state licensing examination.
(aa) The board shall, by December 1, 2001, do the following by regulation as necessary:
(1) Establish the format that shall be used by schools to report tracking of all attendance hours and actual timeframes for completed coursework.
(2) Require schools to provide a minimum of 10 hours of live dictation class each school week for every full-time student.
(3) Require schools to provide students with the opportunity to read back from their stenographic notes a minimum of one time each day to his or her instructor.
(4) Require schools to provide students with the opportunity to practice with a school-approved speed-building tape, or other assigned material, a minimum of one hour per day after school hours as a homework assignment and provide the notes from this tape to their instructor the following day for review.
(5) Develop standardization of policies on the use and administration of qualifier examinations by schools.
(6) Define qualifier exam as follows: the qualifier exam shall consist of 4-voice testimony of 10-minute duration at 200 wpm, graded at 97.5 percent accuracy, and in accordance with the guidelines followed by the board. Schools shall be required to date and number each qualifier and announce the date and number to the students at the time of administering the qualifier. All qualifiers shall indicate the actual dictation time of the test and the school shall catalog and maintain the qualifier for a period of not less than three years for the purpose of inspection by the board.
(7) Require schools to develop a program to provide students with the opportunity to interact with professional court reporters to provide skill support, mentoring, or counseling which they can document at least quarterly.
(bb) The board shall adopt regulations to implement the requirements of this section not later than September 1, 2002.
(cc) The board may recover costs for any additional expenses incurred under the enactment amending this section in the 2001-02 Regular Session of the Legislature pursuant to its fee authority in Section 8031.

8027.5. In addition to the authority to conduct disciplinary proceedings under this chapter, the board, through its duly authorized representatives, shall have authority to issue administrative citations or assess fines for the violation of any rules and regulations adopted by the board under the provisions of this chapter.
A recognized court reporting school shall offer at least the following minimum prescribed course of study for not less than the hours specified in order to obtain and maintain board approval:

(a) Machine Shorthand and transcription.....................2300

(1) The program shall include classroom lecture or non-lecture instruction in the mastery of making verbatim records of depositions, hearings, meetings, conventions and judicial proceedings, by means of machine shorthand writing, and the accurate transcription of such proceedings.

(2) Tests used to qualify students to sit for the CSR exam shall be transcribed under direct supervision. Schools may require all other tests to be transcribed under supervision.

(3) When the student reaches a proficiency of 80 words per minute on unfamiliar material, the student shall be required to transcribe dictation from stenographic notes of varying difficulty and subject matter of a length equal to five minutes.

(4) Individual dictation classes, other than theory classes, shall include only students whose tested writing speeds are within the same 20-30 words per minute range on similar dictation material.

(5) Students shall be provided the opportunity to read back from their stenographic notes a minimum of one time each day.

(6) Schools shall provide students with the opportunity to practice with school-approved speed-building material a minimum of one hour per day after school hours.

(7) These hours may be reduced if a student is able to pass the qualifier exam defined in section 2412 of this chapter before having completed these hours.

(b) English..................................................240

A minimum of 150 of these hours shall be in classroom lecture or non-lecture instruction. Instruction in the fundamentals of English grammar and usage with emphasis on sentence structure, punctuation, spelling, capitalization, and vocabulary development.

(c) Medical..................................................120

A minimum of 75 of these hours shall be in classroom lecture or non-lecture instruction. Instruction, dictation, and transcription in human anatomy, including definitions of medical prefixes and suffixes and terminology.

(d) Legal....................................................150

A minimum of 100 of these hours shall be in the classroom lecture or non-lecture instruction. Instruction, dictation, and transcription material shall cover diverse subject areas including, but not limited to the following:

(1) Legal Terminology. The general concepts of the law of real and personal property, torts, contracts, probate, family, business, criminal, evidence, and civil procedure.

(2) Court and Deposition Procedures.

(A) The responsibility of the reporter in the courtroom, including the reporting of jury impanelment, opening statements, testimony, objections, summations, jury instructions, approaching the bench, in camera proceedings, and reading back to the jury.

(B) The responsibility of the reporter in depositions, including administering oaths, the reporting of testimony and objections, reporting with an interpreter, reading back, directing (citing) the witness, certifying questions, and marking exhibits.

(C) Management of pertinent records, including stenographic notes, work sheets, financial records, daily reporting jobs, exhibits and transcripts.
(3) Ethics of the Court Reporting Profession.

The professional responsibilities of a reporter, including, but not limited to, those outlined in the Professional Standards of Practice.

(4) The California law and regulations and California Rules of Court affecting Certified Shorthand Reporters.

(e) Keyboarding.........................45 words per minute net

A course to prepare students to achieve a typing proficiency of 45 words per minute.

(f) Transcript Preparation........................25

(1) Instruction in the current methods for preparing and producing a complete transcript, including, but not limited to, equipment and formatting standards.

(2) Instruction in the preparation of transcripts, including covers, appearance pages, index pages, speaker identification, certificates, and exhibits, and the preparation of work sheets.

(3) Development of proofreading skills in order to produce an accurate, verbatim transcript. (g) Resource Materials.................................5

Instruction in accessing resource materials including via the internet to provide the student with the ability to use such materials, including, but not limited to, case citations, codes, almanacs, directories, street atlases, and dictionaries.

(h) Apprenticeship Training............................60

(1) Before the student attains a proficiency of 120 words per minute, the student shall observe a minimum of five hours of proceedings in a court of record.

After attaining a proficiency of 120 words per minute and before attaining a proficiency of 180 words per minute, the student shall observe a minimum of five hours of proceedings in a court of record.

(2) When the student reaches a proficiency of 180 words per minute, the student shall sit in and report with a certified shorthand reporter 40 hours of court proceedings or depositions of which a minimum of 10 hours shall be in depositions and a minimum of 10 hours shall be in court.

A maximum of 10 hours of this training may be gained in reporting mock proceedings sponsored by a law firm or by a law school.

(3) The student shall be required to transcribe and submit to the school for approval a minimum of 20 consecutive pages from stenographic notes taken at a court proceeding and a minimum of 20 consecutive pages from stenographic notes taken at a deposition in compliance with the Minimum Transcript Format Standards.

(4) After attaining a speed of 160 words per minute, the student shall receive a minimum of 10 hours additional instruction to review the following categories:

A. Court and deposition procedures

B. Professional practice and ethics, including the Professional Standards of Practice

C. Legal research and the California Codes

D. Job preparation skills including professional appearance and etiquette, attitude and demeanor, interviewing skills, and resume writing.

(5) Schools shall document that they provide students with the opportunity to interact with professional court reporters at least four times per calendar year, to offer mentoring, counseling, guest speakers, job shadowing, etc.

(i) Technology..............................................60

(1) The student shall demonstrate knowledge of basic computer terminology and the ability to manage the computer operating system outside the specialized Computer Aided Transcription (CAT) software, including, but not limited to, functions such as deleting, moving, and renaming files, and creating electronic files.

(2) The student shall demonstrate an understanding of the concepts of litigation support, Web streaming, Communication Access Realtime Translation (CART), Best Practices for the use of Backup Audio Media (BAM), and captioning.

(3) The student shall demonstrate the ability to produce a transcript from the student's own stenographic notes in compliance with the Minimum Transcript Format Standards.

(4) The student shall spend a minimum of 10 hours in realtime writing.

The student shall also demonstrate the ability to set up and connect the components to provide interactive realtime. Interactive realtime is defined as the student outputting to a second computer.

(5) The student shall demonstrate knowledge of how to prepare an electronic file from the student's own stenographic notes.

TOTAL MINIMUM PRESCRIBED ACADEMIC HOURS.....................660
(
) A recognized court reporting school may grant equivalent proficiency for one or more classes to applicants who have provided proof of prior educational or practical experience which is directly related to classes described in Section 2411(a) of this chapter.

(k) A recognized court reporting school shall provide access to a library of reference materials. This access shall be provided on campus. On-campus access may include online access. These materials shall include at least the following:

(1) Current reference materials shall include at a minimum: Business & Professions Code, Sections 8000 through 8047; Title 16, California Code of Regulations, Division 24, Sections 2400 through 2481; Code of Civil Procedure, Sections 2021 and 2025; Government Code, Chapter 5, Article 9, commencing with section 69941; and California Rules of Court.


In addition, the Board recommends that the school also maintains current professional association publications and current publications including at least one daily newspaper and magazines such as Time, Newsweek, Business Week, Money, Inc., Fortune, etc.

(l) Whenever there has been a change in school status as set forth in Section 8027(f) of the Business and Professions Code, the change or changes as specified shall be reported to the board as required by Business and Professions Code Section 8027(f).

Such report shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school, and shall be signed by the responsible program manager, the school owner, the responsible corporate officer if the school is a corporation or the responsible partner if the school is a partnership.

(m) All annual statements filed with the board by court reporting schools in compliance with Section 8027(k) of the Business and Professions Code shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school and shall have enclosed or attached thereto the current school catalog as specified by Section 8027(l).

(n) Each court reporting school shall advise all applicants to its court reporting program of the existence and purpose of the board, including the board's address, telephone number, and Web site which shall be prominently displayed in any catalogs or Web sites which include course offerings.


HISTORY

1. Amendment of subsections (b), (c), and (d)(1) filed 5-18-79; effective thirtieth day thereafter (Register 79, No. 20). For prior history, see Register 74, No. 34; 70, No. 19; 62, No. 11.

2. Amendment filed 9-22-83; effective thirtieth day thereafter (Register 83, No. 39). CROSS REFERENCE: Section 2419.

3. Amendment of subsections (a) and (b) and new subsections (c)-(f) filed 5-1-89; operative 5-31-89 (Register 89, No. 18).

4. Amendment of section heading, repealer of first paragraph and subsections (a)(5), (a)(6), (a)(8), and (a)(10), subsection renumbering, and amendment of subsections (a)(1)-(a)(7) and (f) filed 1-8-93; operative 2-8-93 (Register 93, No. 2).


6. Amendment of subsection (a)(1)(A) filed 12-17-2001 as an emergency; operative 1-1-2002 (Register 2001, No. 51). A Certificate of Compliance must be transmitted to OAL by 5-1-2002 or emergency language will be repealed by operation of law on the following day.


16 CCR Â§ 2414 Cal. Admin. Code tit. 16, Â§ 2414

Barclays Official California Code of Regulations Currentness Title 16. Professional and Vocational Regulations Division 24. Certified Shorthand Reporters Board

Article 2. Court Reporting Schools Â§ 2414. Definitions.

(a) Any person teaching an academic course, that is a course other than machine shorthand or keyboarding, in a court reporting program, shall meet at least one of the following criteria:

(1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.

(2) Possess at a minimum either an Associate degree in the subject being taught and two years of experience in a related field, or an Associate degree not in the subject being taught and four years of experience in a related field.

(3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association, and in addition, a minimum of two years of experience in a related field.

(4) Possess a minimum of four years of experience teaching the subject being taught or a minimum of four years of experience in a job substantially related to the subject being taught.
(b) Any person teaching a machine speed-building course, that is a course other than an academic course or keyboarding, shall meet one of the following criteria:

(1) Possess at a minimum a Bachelor of Arts or Bachelor of Science degree.

(2) Possess at a minimum either an Associate degree in the subject being taught or an Associate degree not in the subject being taught and two years of experience in a related field.

(3) Possess a current license as a certified shorthand reporter or an RPR certificate from the National Court Reporters Association.

(4) Completed all requirements of a California recognized court reporter training program through the 180 word per minute machine speed class and possesses two years of teaching experience.

(c) Any person hired as a reader by a school shall be trained by the school and shall demonstrate proficiency using a stopwatch, enunciating standard English, familiarity with common phrasing, and a propensity for maintaining consistency within the same speed level.

(d) A full-time student shall be defined as enrolled in school for a minimum of 24 clock hours per week or successfully maintaining either 12 credits per semester or 12 credits per quarter, including 10 hours of live dictation machine speed classes per week.

(e) Classroom lecture is defined as an instruction course in which both the student and the instructor are physically present at the same time in the same classroom.

(f) Online instruction is defined as instruction which may be in realtime, virtual-time, or any combination thereof, and which meets the requirements of non-lecture instruction as defined in subsection (h).

(g) Instruction is defined as instructor directed activities including classroom lecture, non-lecture instruction and other directed activities identified in course outlines that lead to the accomplishment of the identified learning outcomes.

(h) Non-lecture instruction is defined as any academic course under this article that is taught in a non-lecture instruction setting. The school shall prepare and maintain a written statement outlining the course objectives, proposed learning outcomes, the methods of measuring those outcomes, and how this method of instruction meets the course objectives and outcomes. Such instruction requires the availability of an instructor and interim evaluations.

(i) Direct supervision shall provide verification of the student's identity, the reasonable assurance that the student is the author of any work product, and shall protect testing and qualifier materials. Direct supervision may take the form of physical or non-physical observation of the student, comparison of work product against stenographic notes, or other methods, as determined and reviewed and approved by the Board.

(j) Interactive realtime is defined as the student outputting to a second computer. Note: Authority cited: Section 8007, Business and Professions Code. Reference: Sections 8007 and 8027, Business and Professions Code.


2. Amendment of subsections (a)(2), (a)(4) and (b), repealer of subsection (b)(5), amendment of subsections (c)-(d) and (h) and new subsections (i)-(j) filed 8-31-2011; operative 9-30-2011
Program Overview–Introduction

ECE-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Early Childhood Education Program provides education and training to prepare students to become teachers or directors in children’s centers, preschools, prekindergartens, infant/toddler programs, employer-supported children’s centers, extended daycare or family day-care programs.

II. Program Purpose

Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

Program purpose: Career pathway

Primary goal is to prepare individuals for careers as teachers in the field of early childhood education. That includes careers teaching and caring for children between birth and the start of kindergarten in either child care centers or family child care homes as well as careers teaching and caring for children up to age 8 in before/after school programs. Students can complete requirements for outside licensing and credentialing requirements through the ECE program at COM. The secondary goal of the program is to prepare students for transfer to BA degree awarding institutions.

Transfer pathway:

Current educational requirements for teachers in early childhood settings are low and can be fully completed at the community college level, without achievement of a degree. Several initiatives at the state and federal levels (Head Start reauthorization act; California Early Learning Quality Improvement System) are developing recommendations for raising the educational standards for teachers in early childhood settings. Recommendations include achievement of Associate degrees for a portion of the workforce and Bachelors degrees for fully qualified teachers. COM ECE program is working through its Supportive Learning Communities and in partnership with COM counseling and relevant community agencies to assist students in course selection, basic skills improvement when needed and general education preparation so that students can complete the COM AS degree in ECE and be ready for transfer to the CSU system upon graduation.
III. Students Served
Briefly outline what students are served in your program.

The launch of the COM data dashboard has allowed us to document our perceptions of who are students are. Students in the ECE program are a widely diverse group. Many students in the ECE program already have a BA degree, usually in another discipline.

~ 26% OF Fall 2011 students had a Bachelor degree

~ 5% OF Fall 2011 students had an Associate degree

~ 2% OF Fall 2011 students had completed the CHSPE

~ 8% OF Fall 2011 students had a foreign school diploma

~ 3% OF Fall 2011 students had a GED/HS certificate of equivalency

~ 35% OF Fall 2011 students had a high school diploma

~ 3% OF Fall 2011 students had not graduated and were not enrolled in High School

~ 3% OF Fall 2011 students are listed in the Data Dashboard as ??unknown?? or ??unreported??

~ 15% OF Fall 2011 students are special admit enrolled K-12 students, most of whom are participants in an articulated class through the Regional Occupational Program

Students range from those who just finished high school to mid- and late-adulthood.

~ 18% of our Fall 2011 students (mostly those in the articulate ROP class) were under 18

~ 11% of our Fall 2011 students were between 18-21
~ 7% of our Fall 2011 students were between 22-24

~ 14% of our Fall 2011 students were between 25-29

~ 20% of our Fall 2011 students were between 30-39

~ 17% of our Fall 2011 students were between 40-49

~ 15% of our Fall 2011 students were over 50 (including 2% who were over 65)

Students also have a variety of hoped for outcomes when they begin the COM ECE program. Some initially come to the ECE program to complete minimum requirements from community care licensing for work as a teacher in an early education and care setting (12 ECE units). Others initially come in pursuit of a credential in ECE (24 ECE + 16 GE units). Some enter the program with the intent of completing a COM certificate or degree in ECE and/or transferring to a BA awarding institution.

~ 21% of Fall 2011 students identified either preparing for new career/job skills or advancing in career/updating job skills as their goal

~ 3% of Fall 2011 students identified maintaining certificate/license as their goal

~ 13% of Fall 2011 students identified educational development as their goal

~ 6% of Fall 2011 students identified a two year goal (associate or vocational) as their goal

~ 18% of Fall 2011 students identified earning an associate degree and transferring as their goal

~ 4% of Fall 2011 students identified transfer without an associate degree as their goal

~ 16% of Fall 2011 students were undecided on their goal

The ECE program includes a large number of students for whom English is a second
language. We have offered two sections per semester in Spanish of courses required by Community Care Licensing for preschool teachers since 2009. Those courses also meet requirement for a COM skills certificate in ECE. Students in the Spanish language sections are primarily mono-lingual Spanish speakers who must also take ESL courses.

IV. Program History

Briefly outline the recent history of your program.

Collaborative relationships with local entities (child care resource and referral, county office of education, etc) have grown and the ECE program is engaged in several projects in partnership with one or more of those local entities.

- Articulation agreement between COM ECE and Marin County Office of Education (MCOE), Regional Occupation Program (ROP) Child Development program completed in Spring 2008, effective Fall 2008
  - ROP students concurrently enroll in ECE114 in Fall semesters, ECE115 in Spring semester. Upon completion of ROP class with grade of B or better and evaluation of portfolio submitted to COM ECE Coordinator, ROP students are awarded "P" grades for ECE114 and ECE115
  - 34 ROP students enrolled in ECE114 in Fall 2010 and ECE115 in Spring 2011. 28 students (82%) successfully completed and earned credit for ECE114 and ECE115.
  - 43 ROP students enrolled in ECE114 for Fall 2011. They have been given IP grades and will be registering for ECE115. At the conclusion of Spring semester, successful students will be awarded P grades for both ECE114 and ECE115.

- COM, Marin County Office of Education, California Preschool Instructional Network and Marin Community Foundation Preschool-third grade initiative have partnered since Fall 2009 to offer a one day conference course with the intent of bringing preschool and early elementary teachers together to participate together learning about topics of mutual interest and benefit. Participants in the conference course enroll in ECE261 (a .5 unit class that can be taken up to 4 times) to earn academic credit for the conference. MCOE hosts the conference, providing facility, technology, staff support and custodial services. MCF and CPIN fund presenters and resources to support COM faculty in developing and implementing specific topic conference courses.

- COM ECE program successfully completed course development and revision to align
our core 8 class, 24 unit course of study with the Lower Division 8 -a lower-division program of study supporting early care and education teacher preparation being adopted by community college programs throughout the state and forming the basis for a transfer package to CSU under consideration with leadership from CSU partners in the Baccalaureate Pathways in Early Childhood Education project.

- The ECE program launched Supportive Learning Communities in Fall 2008 with support from MarinCARES, the SFSU CAD program and an EEIF grant. ECE SLC continues today as a partnership between COM and Marin County Office of Education, with facilitation support provided through a District directed initiative. ECE SLC students receive specialized program advising, textbook support and access to specialized topic presentations and individual support each semester.

- ECE program faculty and COM Children's Center faculty and administration work closely together to provide continuity between the content taught in the ECE program and instructional practices of the COM Children's Centers.
  
  - ECE faculty participate in workshops with Children's Center faculty during flex week and attend staff meetings and work sessions with them to continue working to assure that principles and practices taught to developing teachers in the ECE program will be demonstrated in the Children's Centers.

  - Student teachers in the ECE program have been primarily placed in the COM Children's Centers since Fall 2008 and the ECE faculty member teaching the student teaching/practicum course is in the centers approximately 6 hours per week observing student teachers and assisting Children's Center faculty in demonstrating practices and providing feedback to student teachers.

- ECE program faculty and COM Children's Center faculty and administration have participated together with Swinerton, COM Modernization office and the architect team hired to design the Child Study Center that will replace the current Children's Center on the Kentfield Campus when that center is demolished to make way for the New Academic Center. The Child Study Center will include a lecture classroom for ECE classes (also available for other discipline use), offices for both ECE and Child Development Program faculty, staff and administrator, state of the art observation room for child study and two preschool classrooms. Collaborative work continues as the Child Study Center moves through the planning, approval, permitting and construction processes.

**Attachments:**

**List and briefly describe any attachments**

Excel sheets with Data Dashboard data to support Students Served.
Program Overview—Introduction

ELEC-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

College of Marin offers an Electronics Technology Program at the Indian Valley Campus in Novato, California. This discipline is growing rapidly in Green Technology. The program has grown from one fundamentals class to six basic core classes. The courses are designed to provide opportunity for the development of skills, knowledge and experience for employment in the electrical, solar and automotive industries. Students in other majors may take these courses to enhance their technical skills and overall knowledge of electronics.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

Study in the field of Electronics Technology prepares students for entry into one or more of the many electronics, solar or automotive industries. Green Energy jobs are expected to comprise 30% of all jobs by 2025. All courses are transferable for baccalaureate degree credit at the California State University. Courses are designed to challenge all levels of expertise from the beginner student to the returning technician wishing to advance in the profession.

III. Students Served
Briefly outline what students are served in your program.

The courses typically attract a wide variety of students. Students right out of high school that are looking for career pathways in alternative energy; mid age students who typically want to upgrade their skills seeking a higher career level; and members of the community wishing to gain new skills and knowledge in electrical are all served in this program.

IV. Program History
Briefly outline the recent history of your program.

This is the first full program review for the Electronics Technology discipline. This discipline is growing rapidly in Green Technology. This program has grown from on fundamentals class to classes in Solar PV, Solar
Thermal and Electric Vehicle Conversion and Hybrid Maintenance. The primary goal of the Career Ed program is to help students gain employment.

The Career Ed programs work closely together to help students develop the skills necessary to meet this goal. Currently, the Electronics program is working with the ACRT program and the Environmental Landscaping department to study the feasibility to develop curriculum centered on alternative energy vehicles. The electronics program and the ACRT program have created an Electric Vehicle Conversion and Hybrid Maintenance class. Both of these type vehicles sales will grow in the next 10 years due to recent law changes.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
ELND-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Program Definition:

Outline the unique qualities that define the importance of your program:

This program is very important for Marin county because of the actual and potential users, (students), in the program:

The culture of Marin County: People in Marin county are very interested in a wide range of activities which include plants; those activities fall in these categories: Gardening, Landscaping, conservation of natural resources and farming. These activities range from traditional approaches to specialties such as organic modalities. Traditional approaches are more dominant than organic approaches. Thus the program should serve those two modalities. People in Marin County want access to good quality, well priced education in subjects related to plants.

The people who used the program include: homeowners who want to take care of their gardens or landscapes, individuals who want to be qualified to work in the gardening, landscaping or farming industries.

Because of transportation matters, residents of Marin County, want to have access to gardening, Landscaping and farming classes in Marin county and not to have to travel to the East Bay, San Francisco or Sonoma County to take gardening, landscaping or farming classes. Because of the transit patterns in Marin County, people who reside in the Southern Marin, would prefer to take classes at the Kenfield campus; residents in North Marin, prefer to take classes at Indian Valley Campus. Thus the program should offer classes in both locations.
The program has established partnerships with the Master Gardeners Program of the University of California, and the North Bay Conservation Corps, Southern and Northern Marin water district, and the Marin County Board of Supervisors. The full time college of Marin faculty, partially assigned to the program has cooperates in plant related projects with the Salmon Protection and Watershed Network, Spawn, The California Native Plant Society, the Marin Carbon Project, and the Berkeley Lawrance National Laboratory.

The **Mission** and **Goals** of the program **align** with the College **Mission** and **Goals** and I recognize that the program like any dynamic organization should respond to community needs and needs constant review to adjust to adapt to current economic and cultural conditions.

### II. Program Purpose

**Pathway:**
Career Tech. Ed.

**Briefly describe how your program fits into the pathways you have chosen.**

**PRIMARY GOAL:** Career/Work Training: To train people to work in a wide scope of plant-related activities for aesthetic, environmental and economic benefits. For example: to design, establish and maintain gardens, landscapes and farms for pleasure, for food, economic or environmental benefits.

**OTHER ROLES OF THE PROGRAM-** Other goals of the program address the other Pathways of College of Marin: Basic skills, Cultural Enrichment, Life-long learning and transfer. Students in the Environmental Landscaping programs could take other classes in College of Marin and transfer to plant related programs in four year schools. For example, Landscape Architecture, Environmental Sciences, wildlife management, botany, environmental resource management, natural history, agronomy, viticulture.

### III. Students Served

**Briefly outline what students are served in your program.**

**III. Students Served**
Because the special demographics of Marin County, we serve an extremely wide variety of students divided in these categories:

a) English speaking people with good basic skills in languages and mathematics with high school education, undergraduate and or graduate degrees.

b) English speaking people with poor basic skills in languages and mathematics.

c) Non-English speaking people with inadequate basic skills in languages and mathematics. This is a potential good source of students because culturally many of them have cultural roots in plant related industries and want to get a job in a plant related occupation. This is a particularly challenging group to serve because of their inadequate English, mathematical skills and funds to finance their education.

I believe that this group can be a significant source of new students for the college if we provide the mechanisms to retain them in the program and remedy the language and mathematics limitations and some sort of financial aid. Perhaps the program could participate in the Basic Skill initiatives at the college to attract non-English speaking students to the program.

d) Non-English speaking with good basic skills in languages and mathematics with undergraduate and or graduate degrees. These students want to take classes for relaxation or to find new careers in plant related industries.

During the Fall of 2011, the program served 84 students who took five classes: Organic farming, Introduction to Environmental Landscaping A and B), Introductory Principles of Sustainable Landscape Design and Integrated Pest Management in Landscapes, farms and Gardens. The average class size was 21 students. The largest enrollment was in the Fall Practices of Organic farming and Gardening (34). The lowest enrollment was in Integrated Pest Management (5).

During the current term, Spring 2012, we have a total of 114 students in four classes:

ELND 101 : 29

ELND 109S: 37

ELND 160: 28

ELND 190: 20
IV. Program History
Briefly outline the recent history of your program.

Reviewed on February 2012. **RECENT HISTORY:** NOTE: I have elected to keep in this section the more distant history of the program in the section, distant history below, as a resource for those people who want to have a long term view of the evolution of this program and its evolution. The program has gone through major phases and it is useful to refer to them to understand the current situation of the program and to plan for the future.

Current enrollment in the program appears good within the not too distant history of the program. Fall 2008 and Spring 2009 had very low enrollments. Currently we offer four classes and with an average of 28 students for class. The maximum enrollment in a class is 37 (organic farming) and the lowest 20 (irrigation). It is important to keep in mind the enrollment history in the program. See figures for enrollment below for a recent historical trend in enrollment.

- Spring 2007............87
- Spring 2008............162
- Fall 2008..............52
- Spring 2009............59
- Fall 2009...............103
- Spring 2010............109
- Fall 2010...............132
- Spring 2011............91
Fall 2011............84

Spring 2012........113

A fairly recent significant change in the program has been the creation of curriculum in organic farming, the creation of an organic farm, having access to a modern greenhouse and full time personnel to manage the farm. The organic farming curriculum benefits from strong partnerships with The North Bay Conservation Corps and the University of California, Master Gardeners Program.

The Program has established partnerships with the University of California Masters Gardener Program, the Northern and Southern Marin Water Districts, the Marin County Board of Supervisors; The program is also collaborating with the California Apprenticeship Program to develop apprenticeships in farms and has received funding from the Marin County Board of Supervisors to establish a Summer Work Experience program.

As a result of an Educational Excellence Innovation fund grant that I received from the college in 2007, I lead the effort to Northern California Water Technology and Education Center, WaMTEC, in 2007. This is good platform to build more irrigation classes to increase enrollment and serve the county better.

**DISTANCE HISTORY OF THE PROGRAM**

The full time faculty fully assigned to the program for many years retired in May 25, 2001. By this time the facilities of the program were very deficient and needed improvement. The greenhouse, shade-house and orchards needed maintenance. The irrigation systems and the greenhouse control system were defective. The equipment available for teaching needed improvement: there were not enough power drills, power saws, drill presses, power circular saws, scales, equipment such as pH meters, sieves for soil studies, incubators to teach soil sciences and plant propagation classes, no microscopes or prepared slides to teach insect or plant pathology classes, growth chambers for plant growth studies.

Many factors contributed to the shortcoming in the facilities: Most of the maintenance was done by the faculty assigned to the program and his students; this was not appropriate because of lack of time; it is not possible or advisable for faculty to teach and do facilities maintenance. The main job of the faculty is to teach and support students. Facility maintenance requires dedicated professionals whose main job is maintenance; faculty and students should not do maintenance also because liability issues related to conducting repairs such as water lines, electricity to run irrigation valves.
When the full time faculty assigned to the program retired in 2001, the Dean of Career Education at the time had a thorough consultation with a wide variety of people in Marin County related to the gardening and landscape industry to determine the future of the program. Groups consulted were the Department's Advisory Board, and other Departments at the college: Biology and Physical Education. The conclusion was that the Department should be kept and revitalized to reflect current state of the art in the field and to develop joint curriculum with the Biology and Physical Education Departments.

During the time that the Dean went through the process to determine the future of the program, I was part of the Advisory Board of the Department and part time instructor in the program and supported the idea to keep the Department open at least on a temporary basis until it could be properly reviewed and funded. On August 8, 2001, the Dean hired me as coordinator of the program, and on August 13 she hired another instructor Quin Ellis to start teaching part time in the program to keep the Department in operation and keep offering classes. To provide some maintenance for the facilities, she hired an hourly worker dedicated to perform minimum maintenance of the greenhouse, orchard and shade house and the extensive, although neglected, teaching plant collection.

The remedial measures taken by the Dean were successful because the program was not eliminated which would have been very negative for the College in light of the strong interest in Marin county for gardening, landscaping, urban agriculture, food systems and conservation. The program continued to function in a limited way because of the limited resources allocated to the program. In 2004 there was an important development for the Program: The College made a long term commitment to strengthen the program based on recommendations from the Career Education Dean, a market study contracted to assess the need of the program in the College and recommendations from the Department's Advisory Board, in which I participated, and consultations with other Departments in the College. The consensus was that the Department should continue because it played an important role providing educational services in the County and clearly contributed to fulfill the college Mission and Goals. It was determined that to start the process to restructure the program it was necessary to have a full time faculty member partially assigned to the program and develop a pool of part time qualified instructors. It was also determined that the College would address the following matters that are crucial for the success of the program: coordination of the program by full time faculty specialized in a plant-related discipline, increase the pool of part time faculty, renew the curriculum, increase inter-departmental cooperation, promote the creation of remedial programs to address the English and mathematics limitations of Spanish speaking people who could enroll in the program and improvement and better maintenance of facilities such as greenhouse, shade-house, construction and irrigation shop, landscape design laboratory, land for open field demonstrations, laboratories with microscopes, equipment and slide collections to teach classes related to insects and plant diseases, more outreach and marketing.
To implement the above recommendations, the College created a joint faculty position in Biology and Environmental Landscaping in 2004 and in January 2005 I was hired full time and jointly assigned to the Biology and Environmental Landscaping Programs. Because of the importance of direct coordination of the program by faculty with knowledge in the Environmental Landscaping and horticulture fields, I was assigned two units to coordinate the program but after one year of my hiring the coordination units were removed. This affected the improvement of the program because I did not have enough time to promote the program, coordinate maintenance and in some cases do small maintenance activities in irrigation, in addition to fulfilling my teaching assignments.

The program was based at the Kentfield Campus until 2007. That year in response to community requests and with the intent to serve the northern part of the county, the program was moved to the Indian Valley Campus, IVC. This move was gradual and we started to offer irrigation classes, Introductory Landscaping and construction classes there. In addition we kept offering some classes at the Kentfield campus. This was done to serve student population in the southern part of the state who would not attend classes at IVC because of logistic reasons and also because of lack of facilities at IVC. This is understandable considering that we were are in a transition phase.

We continued to expand our activities to the Indian Valley Campus, IVC and keep some presence offering one class at the Kentfield campus. Since the program moved to IVC we offer at times one class at Kentfield. I recommend that we keep some presence at the Kentfield campus to serve people in the Southern part of the county.

There have been important developments for the program and they can be used to keep improving it. In July 2007, The College created a center for Water Management and Technology Education Center, WaMTEC. Partners include Marin Municipal Water District, the College of Marin, the County of Marin, North Marin Water District, Joint Venture Marin and the California Landscape Contractors Association. This center was created as a result of a faculty driven initiative. F. Agudelo-Silva and strongly supported by the Dean Nanda Schorske, Chairman Ronald Palmer and President Frances White

The Indian Valley Organic Farm & Garden was created in 2007 to train students in careers related to the green industry and fostering countywide agricultural literacy and environmental sustainability.

As part of the revitalization program we have a construction shop, new equipment such as power saws, equipment and dissecting microscopes.
An additional proof of the quality of our program is the award that we won at the San Francisco Flower and Garden Show in March 2007. This award was for a Sustainable Landscape that we designed and built. We were the only community College from the California that exhibited a landscape. The project was an inter-departmental cooperation between the Environmental Landscaping and Biology Departments and community organizations such as Salmon Protection and Watershed Networks, SPAWNUSA, the Marin Water District and The Marin Conservation Corps. The success in this project is evidence of the quality of our current program and the potential for excellence.

Support from the College Administration has been crucial for the development of the program; it was rescued from extinction by former Dean Lorraine Wilson and greatly supported by the current Dean Dean Nanda Schorske and Chairman Ron Palmer. The Dean has obtained several grants that greatly assist the program.

There have been plans to have cooperation with the Biology Department and this needs work. There is great potential for synergy between the Landscaping Department and the Biology Department because of the overlap of some disciplines taught in both departments. For example, plant related classes such as plant identification and plant diversity, soils, food and agriculture, environmental and ecology classes.

I believe that most promising areas of cooperation between landscaping and biology could be soils science and irrigation.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
MACH-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Study in the field of machine and metals technology is designed as preparation for entrance into metalworking occupations. Graduates may enter the fields dealing with industrial production, prototype construction, special die work, or research and development. The courses in welding are designed to provide opportunity for the development of skills, knowledge, and experience for employment in the occupation and as auxiliary experience for persons in other majors.

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.

The program provides instruction in the theory and practical operation of lathes, milling machines, welding and related industrial machine tools. All credits may be applied toward the Associate of Science Degree and are transferable for baccalaureate degree credit at the California State University. Additionally, the program provides state-of-the-industry training in a modern, well equipped facility. The program content and equipment insures a training program that is relevant to professionals upgrading their skills as well as the student entering the profession.

III. Students Served
Briefly outline what students are served in your program.

Students wishing to develop skills and knowledge in the occupations as welders, lathe operators, machinists, mechanics, technicians, tool and die makers and tool company representatives.

IV. Program History
Briefly outline the recent history of your program.

The welding course has been offered by the college for the last 26 years. During that time it has enjoyed the support of the college and the local business communities. We continue to provide the bay area industries with highly skilled welding professionals. The welding building at Indian Valley campus, Pomo Cluster, recieved a new roof which was part of the rebuilding program.
Attachments:
List and briefly describe any attachments
Program Overview—Introduction

MMST-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The current definition for multimedia arose when journalists coined the phrase in the mid-eighties to describe the advent of personal computer hardware and software that could generate other media formats besides the traditional print media that was limited to dot matrix print-outs of word processing and spread sheets. The ability to create color images, graphics, animation, and video titles was just the beginning of media democratization, the likes of which had not been seen nor experienced since the advent of the Guttenberg press. However, multimedia is still a relatively unknown and misused description for combined media—despite the current definitions as listed below:

Mul-ti-me-di-a (n)

1. the use in art, especially the plastic arts, of different kinds of materials and media such as images, sound, text and motion images (often used before a noun)

2. the use of film, video, and music in addition to more traditional teaching materials and methods (often used before a noun)

3. the use in advertising of a combination of media such as television, radio, and the press (often used before a noun)

4. programs, software, and hardware capable of using a wide variety of media such as film, video, and music as well as text and numbers

The broad use of the term over time and the limitations assigned to the contemporary technology-based definition (4), often results in an interpretation of "multimedia" that is intimidating, or worse yet—outmoded. To combat these discrepancies, the Multimedia Studies (MMST) program at College of Marin has strove to have courses and a program that provide outcomes for creative students that are professional, cutting-edge, and relevant for their career objectives.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.
The Multimedia Studies (MMST) program at College of Marin was the first multimedia program developed in the California Community College system. Its inception in 1997 provided College of Marin students with the first multimedia associate degrees and career certificates available in California.

The Multimedia Program was created within the Career Technical Education department. Under CTE, MMST has participated and contributed to numerous California Economic Workforce Development (EWD) events, including Advisory membership for other community colleges, CSUs, and development of MEI.

The Multimedia Studies program at College of Marin has three distinct areas of focus in which students can earn Associate (A.S.) degrees or Career certificates (33 units) in the following:

- **Authoring**: web design and development
- **Audio and Video Design**: audio and video development, effects, and post-production
- **Visual Design**: 2D and 3D animation, graphics and illustrations for print and design

In addition, students may earn any of the six Skill certificates (9 units each) that provide a concentrated focus in any of the following specialty areas:

- Multimedia Animation Skills Certificate
- Multimedia Audio Production Skills Certificate
- Multimedia Production Skills Certificate
- Multimedia Video Design Skills Certificate
- Multimedia Visualization Design Skills Certificate
- Multimedia Web Authoring Skills Certificate

Recently the program has expanded to four new areas and courses that include:

Mobile web development and design
Mobile App development and design

The Multimedia Studies program at College of Marin continues to provide top quality course topics and instruction that serve the transfer, workforce and life-long learning students within Marin County and the North Bay.

**Career Training**

The Multimedia Studies Program primary goal is to provide career training, uplift skills, and retraining for workers including those that have sustained work injuries requiring a career shift. Most MMST students are educated and already have 4-year or advanced degrees, and do not seek an AS degree.

**Degree and Transfer**

However, because the MMST program at COM offers a Career Certificate,* a high percentage of students complete the necessary 33 units to improve their job skills in a highly competitive market. There are a high number of MMST students that never completed a college degree from a 4-year or 2-year institution. As a result of economic changes in Marin County—the downsizing or exodus of major multimedia companies like Lucas Arts, I.L.M., Broderbund, Autodesk, and Fireman’s Fund—these former employees realize the importance of an Associate Degree* to further their career.
In addition, students interested in a 4-year in digital arts or multimedia complete the A.S. degree requirements to transfer into a 4-year multimedia program as with the B.A and B.F.A. programs at CSUEB.

*Note: the MMST program at COM is the only program in San Francisco and the North Bay that offers a Career Certificate and/or an Associate Degree in Multimedia.

III. Students Served
Briefly outline what students are served in your program.

The Multimedia Studies program at College of Marin serves a wide-range of students.

Career/Workforce Training for working professionals that are seeking to:

- Begin a creative career in design and the digital arts
- Switch to a creative career in design and the digital arts
- Expand their current artistic or design skills and techniques
- Update existing skills to meet the employment demands for creative professionals

High School Matriculation for Marin County high school students, with:

- Articulation agreements with every high school in Marin County
- Block schedules for articulated courses after the regular school day for High School students (4-7 pm Monday -Thursday, and Saturday).
- Appropriate project based courses and content in Game Design, 3D Art, Video and Web Design
- Coordinated courses schedules since Spring 2008 for Marin high school students

Transfer Courses for students planning to continue their education in design or digital arts, MMST has:

- Transfer courses as the major to a number of CSUs
- Educational skills using multimedia and the digital arts for advanced degree students
- Recently developed MMST courses for additional CSU/IGETC /UC transfer
- Career Certificates with the same rigor as the AS degree

IV. Program History
Briefly outline the recent history of your program.
OVERVIEW

In the past 2 years, the MMST courses have regained stable enrollment numbers, regained student success, and served the business community through Internships. As a result of:

* The reinstatement of Student Services at IVC (Library, Food Service, and Security)

* The inclusion of relevant information pertaining to the IVC Campus (addresses, phone numbers, and marketing)

* Derek Wilson reducing his reassigned units (VP of the Academic Senate, Curriculum Chair), and other non-instructional duties.

* Stabilization of allocated MMST teaching units to provide a consistent schedule of classes. This has provided MMST students the ability to complete courses for degree, certificate of achievement, and skill certificate requirements the past two years (30 Skill, 2 Certificates, 2 AS Degrees 2009-11).

The above improvements have occurred a direct result of Program Revitalization through previous Program Reviews. It was the MMST faculty recommendation to move MMST from the Art Department back to the CTE department with classes to be held exclusively at IVC. This was recommendation approved by both area deans and the VP of Student Learning in Fall 2008.

In Fall 2009, The Multimedia Studies program was relocated to the Career and Technical Education department, with great support from Dean Nanda Schorske.
PROGRAM REVITALIZATION

The MMST faculty has repeatedly developed clear solutions, all of which are backed by data to justify the requirements. The MMST Program Blueprint was initiated by the MMST Program faculty in 2004-05, prior to adoption by other programs. This Blueprint has increased student enrollment, success, retention, and continuation EVERY year in which it has been followed.

To correct these and other problems, the Multimedia Studies faculty members outlined in their previous program review (2007-08) the desire and interest for Program Revitalization for MMST, and the possibility to move back into the Career & Technical Education Department, which is housed primarily at IVC.

On Friday, September 5, 2008 MMST faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities, the dean of Workforce Education, and the V.P. of Academic Affairs to discuss prospects of Program Revitalization and the potential relocation of MMST back under Career and Technical Education. Both faculty members outlined the importance of points stated above, and that under Workforce Education, which is primarily at IVC with greater access to the area dean for planning and promoting the MMST program. In addition, the $370,000 grant received in 2004-06 for multimedia was from Economic Workforce Development, and therefore seemed most appropriate for MMST to reside in the Career and Technical Education Department once again. The V.P. agreed and stated she would need to consult with both area deans prior to making a decision, and requested the MMST faculty schedule a follow-up meeting on the subject.

On Friday, September 19, 2008 MMST faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities and the V.P. of Academic Affairs to further discuss the potential relocation of MMST back under Career and Technical Education. The V.P. reminded the MMST faculty that Workforce programs were required to complete Program Reviews every two years instead of every 4-5 years, which the MMST faculty acknowledged. The V.P. stated she had consulted with both area deans and both were in agreement that it would be in the best interest of students to relocate MMST back into the CTE Department. It was requested that the faculty draft a memo to be sent to IPC for moving forward with the relocation of the Multimedia Studies program.

A memo was drafted and sent on November 20, 2008 after the approval of the Program Revitalization and Discontinuance Policy and Procedures by the Board of Trustees at the meeting on November 11, 2008.
MMST was moved under Career and Technical Education for the 2009-10 cycle of resource allocation, scheduling and planning

STAYING CURRENT

In 2003, MMST underwent a major revision just prior to its inaugural Discipline Review. During an inventory audit of certificates and degree programs in the state by the Chancellors Office, it was determined a number of degrees and certificates at College of Marin had been formally declined and removed from the state inventory as a result of improper submittal and lack of final approval. This included the five MMST Specialties (Options). To reinstate the MMST Specialties required the same lengthy process as obtaining approval for a new certificate and/or associate degree approval by all regional/area deans, submitting new program application(s) to the Chancellors Office along with a list of all applicable courses, including prerequisites, co-requisites, advisories, and other limitations of enrollment all of which had to meet current Title V. regulations to ensure approval longevity.

In 2010, MMST underwent another major revision to address the requirements as a CTE program. These revisions included streamlining offerings with fewer units, and updating courses as required to meet industry demands.

Because of the loss of units during the three prior years, the Audio courses had not been offered in nearly two years, and as a result students seeking the Audio and Video degree or certificates were unable to take courses needed to fulfill the requirements. To correct the problem, MMST faculty eliminated the Audio specific courses from the program, and adjusted the Specialties to align with current job skill needs, especially the emerging Game and Mobile trends that were quickly emerging and growing rapidly.

The specialties were reconfigured from:

1) Authoring
2) Audio and Video Design,
3) Visual Design

to:

1) Authoring
2) Entertainment
3) Design

Authoring was updated to include coverage of emerging technologies including mobile content development and web development using popular open-source Content Management Systems. Entertainment was revised to core Video editing and effects with sound as it relates to video, while adding Game Design, and 3D animation. Design was updated to focus on primarily 2D design, graphics and layout as it relates to print and ePublishing.

The other major overhaul was creating concurrent, levels for most courses, providing students with the opportunity to increase their skills in intermediate and advanced courses using the limited number of units within our small program. Most courses have two concurrent sections, with Authoring courses containing as many as three concurrent levels.

In addition to the enrollment stabilization, these changes have been extremely beneficial to students. Advanced students are eager to assist new students (which strengthens their own skills and knowledge), and because the lower section is a prerequisite for the advanced section, enrollment confusion has been successfully minimized. The overlap of projects has also improved student outcomes. Students exposed to the quality of work produced by advanced students results in higher quality assignments by everyone in a concurrently, enrolled course.

The results have been a positive experience for each MMST faculty member, providing stimulating discussions and critiques as outlined above, Student Learning has become more successful as a result of this restructuring.

Attachments:
List and briefly describe any attachments

All attachments were sent to Sara Mckinnon Sunday evening (February 5th). Each was provided as a PDF:
1. MMST AS Degree Certificate Schedule (mmstAS-Cert_Sched.pdf)
2. MMST Block Schedule 1-yr cycle (mmstBlockSched.pdf)
3. MMST Blueprint 2010-11 (mmstBlueprint2010-11.pdf)
4. MMST Blueprint 2011-12 (mmstBlueprint2011-12.pdf)
5. MMST Blueprint 2012-13 (mmstBlueprint2012-13.pdf)
6. MMST Completed Certificates and Degrees 2009-11 (mmstCompletions2009-11.pdf)
7. MMST Degree Certificates of Achievement 2012-13 (mmstDegreeCert2012-13)
8. MMST Master Software List (mmstMstrListSW_2011.pdf)
Program Overview—Introduction

Work-Experience-2011

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

Work Experience Education offers the student the opportunity to earn college credit for planned learning activities related to employment. Working students, with the assistance of an instructor-coordinator and the on-job supervisor (employer), set up goals to be accomplished during the school term. This usually includes, but is not limited to, completing projects, attending group and individual meetings with coordinator, participating in career workshops, learning new job skills, and reading material related to the field of employment, human relations on the job, and other related topics. The instructor-coordinator visits each employer during the school term and the cooperating employers are required to provide written evaluation of students' performance on the job.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

The primary goal of the program is to allow students credit for what they are learning on the job while tying their college learning with the gaining of skills and expertise in their intended occupation or general workplace skills. Goals for the future are to increase outreach to local employers, expand WE to other college disciplines and potentially to extend requirements within WE courses to better meet new workplace skills. Other possible goals include assessing the possibilities for distance learning and coordinating with neighboring colleges to provide more frequent rotations of courses for students to meet requirements.

III. Students Served
Briefly outline what students are served in your program.

Gender has remained nearly the same from 2002 to 2007 - 43% male and 57% female. The percent of Black students has increased from 7.9 to 22.4%. The percent of Hispanic students has been vacillating, shifting from as low as 7.1% (2007) to as high as 19.5% (in 2003). The percent of Asian students has also vacillated, from 5.7 to 28.6%. The number of White students has ranged from 34% to 60%. The largest age group is 18-24, averaging 50%. The next highest is age 35-49 averaging 25%. The rest of enrollment is split fairly evenly between 30-34 and over 50.

IV. Program History
Briefly outline the recent history of your program.

Since 2003, a previous college dean has taken over all instruction for the program, lending coherence and injecting new energy into the program. Prior to 2003, it was taught by a former manager, then with decreased units, courses were taught by 2 counselors. In Fall 2005, one counselor and a full time instructor taught the 2 sections and coordination units were cut. But as of Spring 2007, sections were increased and one person has taught all sections since Fall 2007. This new persistence and coherence is giving WE more hold in the community,
allowing it not only to serve students but to become as well a reliable resource for local employers.

Attachments:
List and briefly describe any attachments