



SUBSTANTIVE CHANGE PROPOSAL

Submitted to the Accrediting Commission for Community and Junior Colleges

Cuyamaca College
Grossmont-Cuyamaca Community College District
900 Rancho San Diego Parkway
El Cajon, CA 92019

September 16, 2016

New Educational Proposals:
Associate of Arts in Arabic Studies
Certificate of Achievement in Arabic Studies

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A. Description of the Substantive Change

This Substantive Change Proposal is hereby submitted by Cuyamaca College to the Accrediting Commission for Community and Junior Colleges in support of the establishment of the following new programs:

- Associate of Arts (AA) in Arabic Studies
- Certificate of Achievement (COA) in Arabic Studies

Cuyamaca College has taken steps to identify the need for these new programs, and resources are in place to support the programs.

Relationship to the Institution's Mission

The Associate in Arts in Arabic Studies and the Certificate of Achievement in Arabic Studies support the mission, vision and values of Cuyamaca College as outlined in its 2010-2016 Strategic Plan. The mission of the College is to serve a diverse community of students who seek to benefit from the College's wide range of educational programs and services. In support of the mission, the proposed programs promote three of the College's strategic areas of focus: Student Access, Learning and Student Success.

The AA and COA in Arabic Studies also reflect the Grossmont-Cuyamaca Community College District (GCCCD) Educational Master Plan (EMP), which aligns with the five strategic areas of focus established by the GCCCD Governing Board. The proposed programs primarily mirror the District priority of Student Access, which is to "provide comprehensive educational services for emerging and growing populations, socially, demographically, and economically diverse populations."

Enhancing and diversifying the curriculum is at the heart of the proposed AA and COA in Arabic Studies. For many years, Cuyamaca College has witnessed a growing population of students from the Middle East. Through the addition of these new programs, Cuyamaca College is clearly responding to the needs of its student body and its surrounding community by providing pertinent, relevant and timely educational programs and ensuring student success.

Cuyamaca College, the smaller of two colleges in the Grossmont-Cuyamaca

Community College District, serves San Diego County's expansive "East County" region. The East County shares 40 miles of international border with Mexico, includes suburban communities as well as rural, isolated areas, and is as large as the state of Rhode Island. There are 427,711 residents in the East County; demographics include 59% White, 26% Hispanic, 6% Black, 4% Asian, and 5% "Other." Many students included in the "Other" East County residents are refugees from Iraq.

San Diego's East County first began witnessing immigrants from Iraq in the 1960's, with the change of government in that country. A huge wave of immigration occurred in the mid-1990's following the Gulf War, and the area saw an explosion of Arabic-speaking families. The newcomers wanted to settle near friends and relatives, and an enclave was created in the East County. The population grew to over 15,000, giving the East County the distinction of having the second largest concentration of Chaldeans (Christians from Iraq) in the United States, second only to the Detroit, Michigan, area. In the 2000's, the East County saw another huge influx; Iraqi refugees began arriving at an average rate of 400 per month. While the number of Arabic-speakers continues to swell in the local community, the children and grandchildren of those that arrived ten and twenty years ago are attending Cuyamaca College along with the newly-arrived immigrants.

At Cuyamaca College, up to 6% of the student population is from Iraq, although exact figures are impossible to calculate. Cuyamaca College has made a number of changes over the years to help the Iraqi population on the campus. For example, financial aid assistants, student services personnel and Arabic-speaking counselors have been hired, and many brochures, lab manuals, and class handouts have been translated into Arabic. At one time, Cuyamaca College tripled the number of noncredit as well as credit English as a Second Language (ESL) courses it offered during the academic year. Arabic language courses have become extremely popular, as many of the Arabic speakers want to learn to read and write correctly in their native language.

It is anticipated that local students will be interested in the proposed degree and certificate. They may desire to learn more about their new neighbors in San Diego's

East County. It is timely, and a perfect stepping stone for those interested in advanced study at a transfer institution in history or political science programs that focus on the Middle East. By completing this degree, all students will have a greater understanding about a large group of people that have recently immigrated to the United States. The proposed AA and COA will significantly add to the breadth and depth of programs offered at Cuyamaca College. The new programs will undoubtedly enhance the cultural diversity, global awareness and appreciation of all students at Cuyamaca College.

The AA in Arabic Studies and Certificate of Achievement are not considered Career and Technical Education (CTE) programs; rather, they are approved by the California Community Colleges Chancellor's Office as "Other-Designed to meet Community Needs." Therefore, labor market information is not available or appropriate. Specific learning objectives are to acquire an understanding of Arabic heritage, history and traditions; to be able to communicate in the Arabic language at a basic level; and to gain sensitivity and cultural awareness of a group of people.

B. Description of the Programs to be Offered

The primary educational purpose for this substantive change is to respond to the needs of the local community. The stated goal of the program on the California Community Colleges' Curriculum Inventory is "Other-Designed to Meet Community Needs." This is an appropriate goal, because Arabic Studies does not fit the definition of a Career Technical Education (CTE), nor are there currently enough baccalaureate degrees in the state of California to warrant a goal of Transfer. Indeed, a review of the ASSIST database shows limited baccalaureate institutions offering a degree to which students can transfer. The only three institutions that offer *somewhat* related programs are:

- UCLA, Arabic B.A.
- CSU San Bernardino, Arabic Language, Literature and Culture B.A.
- San Diego State University, Social Science with Emphasis in Islamic and Arabic Studies B.A.

With the growing number of Arabic-speakers on campus, a degree in Arabic Studies has been envisioned for over ten years. The interest in the degree has been extremely strong, as evidenced by requests made to faculty members and counselors. The World Languages Department began taking initial steps towards achieving this goal in 2013-2014, when the idea was proposed in the World Languages Program Review and Planning Report. The Arabic degree offered at Grossmont College was studied, and it was determined that a similar degree was justified and would meet student needs.

The AA and COA in Arabic Studies will broaden the depth and breadth of the degree offerings at Cuyamaca College. It is a degree that many Arabic students may be interested in pursuing due to pride in their own culture and heritage. Others, as well, may be interested in learning more about the Middle East, making it timely and relevant. The degree embodies a pattern of learning experiences that are focused on specific capabilities or knowledge areas. It is multidisciplinary, containing history and language courses.

Catalog Description

The Associate in Arts in Arabic Studies is designed to provide a greater understanding of Arabic language, history, culture and heritage, with particular emphasis on reading, writing and speaking the Arabic language. The Arabic Studies degree prepares students for career opportunities that require competency in the Arabic language. Through specific coursework for this degree, students will have a deeper appreciation and understanding of Arabic heritage and civilization.

Program requirements are as follows:

Associate in Arts Degree Requirements

<i>Course</i>	<i>Title</i>	<i>Units</i>
ARBC 120	Arabic I	5
ARBC 121	Arabic II	5
ARBC 220	Arabic III	5
ARBC 221	Arabic IV	5
ARBC 145	Arabic Civilizations	3
ARBC 250	Conversational Arabic I	3

ARBC 251	Conversational Arabic II	3
	Total Required in Major	29
	General Education Requirements	23
	Electives	8
	TOTAL UNITS	60

Certificate of Achievement

Students who complete only the major requirements above qualify for a Certificate of Achievement in Arabic Studies.

Program Outcomes

Upon completion of the Associate in Arts in Arabic Studies, students will be able to:

- (1) Communicate in the Arabic language at the intermediate level in a variety of settings;
- (2) Acquire an understanding of Arabic civilization and heritage;
- (3) Gain sensitivity, globalism and cultural competence.

**Associate in Arts (AS) in Arabic Studies
Recommended Two-Year Course Sequence**

Requirements	Course	Name	Units		Local GE Area	Sequence
Required Core	ARBC 120	Arabic I	5		C	Year 1, Fall
GE	ENGL 120	College Composition & Reading	3		A	Year 1, Fall
GE	MATH 103	Intermediate Algebra	3		A	Year 1, Fall
Graduation Requirement	ES	Exercise Science	1			Year 1, Fall
			12			
Required Core/GE	ARBC 121	Arabic II	5		C	Year 1, Spring
GE	Science/Lab	TBD	4		B	Year 1, Spring

Required Core/GE	ARBC 145	Arabic Civilizations	3		D	Year 1, Spring
			12			
Required Core	ARBC 250	Conversational Arabic I	3			Year 2, Fall
Required Core/GE	ARBC 220	Arabic III	5		C	Year 2, Fall
GE	TBD	Social Science	3		D	Year 2, Fall
Graduation Requirement	ES	Exercise Science	1			Year 2, Fall
			12			
Required Core	ARBC 251	Conversational Arabic II	3			Year 2, Spring
Required Core	ARBC 221	Arabic IV	5			Year 2, Spring
Electives	TBD	TBD	4			Year 2, Spring
			12			
Electives	TBD	TBD	12			Year 3, Fall
			60			

Required Major Total:	29
Completion of Local GE Pattern:	21
Electives:	16
TOTAL UNITS:	60

Proposed Sequence:	
Year 1, Fall	12 units
Year 1, Spring	12 units
Year 2, Fall	12 units
Year 2, Spring	12 units
Year 3, Fall	12 units
TOTAL UNITS:	60

There are no programmatic admission requirements for the proposed AA or Certificate of Achievement in Arabic Studies. The first level of the Arabic language (ARBC 120) and ARBC 145 do not have prerequisites. Because the language courses

build upon each other, other than the entry level, each subsequent language course has a prerequisite as noted below:

- ARBC 121, Arabic II, prerequisite is ARBC 120 or two years of high school Arabic
- ARBC 220, Arabic III, prerequisite is ARBC 121 or three years of high school Arabic
- ARBC 221, Arabic IV, prerequisite is ARBC 220 or four years of high school Arabic
- ARBC 250, Conversational Arabic I, prerequisite is ARBC 121 or three years of high school Arabic
- ARBC 251, Conversational Arabic II, prerequisite is ARBC 250 or four years of high school Arabic

All of the courses included in the program have been offered for many years.

There are no new courses specifically designed for the program; rather, the AA and Certificate of Achievement in Arabic Studies represent a “packaging” of existing courses into a focused, meaningful program of study. The AA in Arabic Studies will broaden the depth and breadth of the degree offerings at Cuyamaca College, adding significantly to the diversity of offerings. Upon ACCJC approval, the programs will be added to the College catalog, and the College will begin awarding degrees and certificates.

Learning outcomes will be assessed annually. Faculty members engage in an annual Program Review and Planning process, empowering them to evaluate the state of their discipline. Through this review, faculty members collect and analyze data to accomplish effective planning, continuous quality improvement, and resource allocation. The evaluation is conducted by conducting an assessment of course-level SLOs, which are mapped to Program Learning Outcomes that directly link with Institutional Learning Outcomes. Additionally, the process calls for a combination of self-evaluation and reflection on past accomplishments and future goals, which is followed with peer evaluation by external reviewers to the program or discipline.

The Program Review process is outcomes based, and student learning assessment results are used to arrive at planning and budgeting decisions. In addition, the process provides a structure to foster continuous program improvement, aligned

with the discipline, department, unit, and College wide goals. The Program Review process requires disciplines to define or refine student and program-level outcomes, develop interventions to improve retention and graduation rates, while implementing action plans for improvements and linking results to the College's broader quality assurance efforts. All units in the College complete the annual planning process in which results lead to College wide decision making, planning and budgeting, and institutional improvements.

The AA in Arabic Studies falls under the jurisdiction of the World Languages Department. The process for creating and revising curriculum for the program calls for the World Languages Department to initiate additions or changes. Any changes will be done in consultation with other full-time and part-time faculty members in the department, the dean that oversees the department, and in communication with colleagues at Grossmont College.

The Curriculum Committee reviews course outlines and programs to validate that the College complies with Title 5 and District policies and procedures. The Curriculum Committee reviews each proposal for breadth, depth and rigor, carefully examining the content, objectives and student learning outcomes. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The course content provides a good indication of the breadth and depth of each course. Students are also required to study and engage in learning activities outside of class time in order to meet the requirements of course rigor. Bloom's Taxonomy is offered as a guide to develop curriculum. Appropriate breadth of programs is assured through the inclusion of general education requirements, including social and behavioral sciences, arts and humanities, language and rationality, and natural sciences. Synthesis of learning is assured through the inclusion of critical thinking in general education and degree requirements, a core set of major requirements and capstone classes.

All courses at Cuyamaca College undergo periodic curriculum review. The Office of Instruction maintains an official *Course Master List* that indicates when courses were

originally approved by the Curriculum Committee, the date they were last reviewed by the Curriculum Committee, and the date they were last offered. Courses are reviewed by the Curriculum Committee every time they undergo a modification. Courses must be reviewed on a regular, five-year cycle.

As described more fully in sections F and G below, the AA in Arabic Studies and the Certificate of Achievement in Arabic Studies meet all the ACCJC Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs, services, and resources. Cuyamaca College has always remained in good standing with ACCJC, with its last full review occurring in October 2013.

C. Planning Process for the Degree and Certificate Programs

With the growing number of Arabic-speakers on campus, a degree and certificate in Arabic Studies has been envisioned for over ten years. The interest in the degree has been extremely strong, as evidenced by requests made by students and community members to faculty members and counselors alike.

The World Languages Department began taking initial steps towards achieving this goal in 2013-2014, when the idea was first proposed in the World Languages annual Program Review and Planning Report. The concept was wholeheartedly supported. The Arabic degree offered at Grossmont College was studied, and it was determined that a similar degree was justified and would meet student needs.

The degree and certificate were then developed and proposed to the Curriculum Committee and the Academic Senate, where it also received overwhelming support. It was determined that the degree was to have a goal of “Community-Other,” as it did not meet the definitions of Career and Technical program, nor did it meet the definition of a transfer program. Indeed, a review of the ASSIST database shows limited opportunities at baccalaureate institutions to which students could transfer. The only three institutions that currently offer *somewhat* related programs are:

- UCLA, Arabic B.A.

- CSU San Bernardino, Arabic Language, Literature and Culture B.A.
- San Diego State University, Social Science with Emphasis in Islamic and Arabic Studies B.A.

It was deemed to have a “Community-Other” goal because it is a program that many Arabic individuals living in the East County community will be interested in pursuing: out of pride for their own heritage, because it represents a tangible academic achievement in a new world, and because it is a demonstration of their ability to enculturate into a new community. Language courses, in particular, are an integral part of the degree, and many speakers of the Arabic language desire to improve their reading and writing skills.

The planning process also ensured that human, physical, technology and financial resources were available, and that there would be negligible impact on college operations (See E below).

Finally, necessary internal and external approvals were obtained. The Curriculum Committee, Academic Senate, GCCCD Governing Board and the California Community Colleges approved the AA and COA in Arabic Studies in 2015.

E. Evidence of Analysis of Human, Physical, Technology and Financial Resource Needs

There are sufficient fiscal and physical resources to support and sustain the proposed AA and COA in Arabic Studies. All of the courses already exist and are offered with regularity; no new courses have been added to the college’s curriculum in the development of this degree. Rather, it packages existing curriculum into a coherent, focused degree. Additional sections of the course offerings are not planned; thus, human resources are also deemed adequate.

In the development of this degree, the library has certified that additional resources (materials, books, periodicals) are not necessary. Facilities are satisfactory, as well. Since no new sections are planned, current facilities are suitable for supporting and sustaining the proposed program.

The proposed AA in Arabic Studies will not impact the institution's budget since it consists of current curriculum and new sections and not planned. It is sustainable due to the fact that, in addition to appearing in the proposed degree, the courses are also general education courses for the College, the California State University and the University of California; thus, students that are not interested in the degree itself will continue to take the courses for general education credit.

Cuyamaca College assures the quality and integrity of its programs and services by hiring appropriate full-time and part-time personnel sufficiently qualified by education and experience to meet programmatic needs. Minimum qualifications are stated for all faculty and administrators, in keeping with the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook.

Instructors avail themselves of the many opportunities for professional development throughout the year. Full-time instructors have the ability to participate in sabbatical leave projects; these contribute to maintenance of high-quality programs and services. Moreover, evaluation of faculty plays an important role in maintaining high quality programs, and the College conducts regular faculty evaluations through a process that includes management, peer, and student components.

Cuyamaca College has a sufficient number of qualified instructors to support the proposed AA in Arabic Studies. Cuyamaca College can draw from its surrounding community within which there are sufficient and qualified individuals. In addition, as stated, the program is a packaging of courses currently offered as general education courses. No new sections are planned; thus, it will not be necessary to conduct a search for additional instructors.

All of the courses required for the AA and COA in Arabic Studies at Cuyamaca College already exist and are offered with regularity; no new courses have been added to the college's curriculum in the development of this degree. Rather, it packages existing curriculum into a coherent, focused degree. The development of future curriculum will be determined by full-time and part-time instructors of the Arabic

courses, administrative oversight, and collaboration with colleagues at Grossmont College.

Cuyamaca College meets the varied educational needs of its students through student support services. New students are encouraged to complete an assessment and orientation process to identify their level of Mathematics, English or English as a Second Language preparedness. Following the process, students receive a recommendation on placement level and then meet with counselors and peer advisors who assist them with registration, course selection, and the development of an educational plan.

Cuyamaca College offers support services on campus and online. Student Services are open during regular business hours with early evening hours in major service areas in the “One Stop Center.” The One Stop Center houses key programs such as Admissions & Records, Assessment, Borderless Spaces, CalWORKs, Career Services, Counseling, Disabled Students Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), Financial Aid, First Year Experience (FYE), Transfer Center and Veterans Affairs. Housing these services in one location provides easy access for students, and allows the various programs to collaborate to achieve exemplary, quality services. The Cuyamaca College Student Center houses Student Affairs, the Associate Student Government, High School and Community Relations, and the Student Health Center. Centrally located, these services are adjacent to the College bookstore and student dining services.

Enrollment Data

Average annual enrollment figures and sections for the core required courses from Fall 2013 through Spring 2015 appear in the table below:

		FY 2013-2014		FY 2014-2015	
Course #	Course Title	Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total

ARBC 120	Arabic I	4	121	5	174
ARBC 121	Arabic II	5	151	5	161
ARBC 220	Arabic III	2	61	3	94
ARBC 221	Arabic IV	1	26	1	23
ARBC 145	Arabic Civilizations	2	61	3	96
ARBC 250	Conversational Arabic I	2	27	2	43
ARBC 251	Conversational Arabic II	2	16	2	14

Plan for Monitoring Achievement of Outcomes

Upon ACCJC approval and activation of the AA and COA in Arabic Studies, learning outcomes will be assessed annually. Each discipline undergoes an annual Program Review and Planning process, empowering instructional faculty members to evaluate the state of their discipline. Through this review, faculty members collect and analyze data to accomplish effective planning, continuous quality improvement, and resource allocation. The evaluation is conducted through an assessment of course-level SLOs, which are mapped to Program Learning Outcomes that directly link with Institutional Learning Outcomes. Additionally, the process calls for a combination of self-evaluation and reflection on past accomplishments and future goals, which is followed with peer evaluation by external reviewers (members of the Instructional Program Review & Planning Committee).

The Program Review process is outcomes-based, and results are used to arrive at planning and budgeting decisions. In addition, the process provides a structure to foster continuous program improvement, aligned with the discipline, department, unit and College wide goals. The Program Review process requires disciplines to define or refine student and program-level outcomes, develop interventions to improve retention and graduation rates, while implementing action plans for improvements and linking results to the College's broader quality assurance efforts. All units in the College complete the

annual planning process in which results lead to College wide decision-making, planning and budgeting, and institutional improvements.

The AA and COA in Arabic Studies will undergo the comprehensive outcomes assessment and program review process already in place at Cuyamaca College. The process uses TracDat to enter course and program outcomes assessment and improvement plans. Regarding the programs, the proposed core courses fulfill local and transfer general education requirements. The programs will allow students to achieve their AA degree in a two-year period.

E. Evidence of Necessary Internal and External Approvals

All necessary internal and external approvals have been obtained. The Cuyamaca College Curriculum Committee approved the AA and COA in Arabic Studies on February 17, 2015. Following that, the Cuyamaca College Academic Senate approved the addition of the AA and COA on February 26, 2015. Then, the Governing Board of the Grossmont-Cuyamaca Community College District approved the addition of an associate's degree and certificate of achievement in Arabic Studies on March 17, 2015. A link to the official Minutes <http://www.gcccd.edu/governing-board/documents/minutes/2015/March%2017,%202015,%20Regular%20Meeting.pdf> provides evidence of official approval.

Finally, the Chancellor's Office approved the AA in Arabic Studies on August 28, 2015, and the COA in Arabic Studies on December 29, 2015.

F. Evidence that Eligibility Requirements and Standards Are Met by the Changes

Cuyamaca College affirms that, with the addition of the AA and COA in Arabic Studies, the institution will remain in continued compliance with the Accrediting Commission for Community and Junior Colleges' prescribed eligibility requirements as set forth below:

1. Authority

Cuyamaca College is a public, two-year community college authorized to operate as a degree-granting institution by the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Grossmont-Cuyamaca Community College District. Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). There will be no change with the addition of the AA and Certificate of Achievement in Arabic Studies.

2. Mission

The Cuyamaca College Mission defines the institution's broad educational purposes, its intended student population and its commitment to student learning. The College's Mission Statement was most recently revised by the College in Spring 2012 and adopted by the Governing Board in July 2012. The proposed AA and COA in Arabic Studies are in alignment with the mission of Cuyamaca College.

3. Governing Board

A five-member Governing Board elected by the citizens of San Diego's East County region sets policy and direction and provides leadership for the Grossmont-Cuyamaca Community College District. Each Governing Board member serves a term of four years and terms are staggered to allow for continuity. The Governing Board is an independent policy-making body that approves and oversees the educational mission of the District and the two Colleges. The Governing Board has two non-voting student members, each representing one of the two Colleges in the District. Meetings are held once per month, alternating between Cuyamaca College and Grossmont College. The AA

and Certificate of Achievement in Arabic Studies will have no impact on the composition or role of the GCCCD Governing Board.

4. Chief Executive Officer

Dr. Julianna Barnes serves as the President and Chief Executive Officer (CEO) of Cuyamaca College. Dr. Barnes was hired for this position in September 2015. It is her full-time responsibility to lead and administer the institution, and she reports directly to the Chancellor of the Grossmont-Cuyamaca Community College District, Dr. Cindy L. Miles. She is supportive of the program and acknowledges the value of the program for Cuyamaca College and its surrounding community.

5. Administrative Capacity

The institution's administrative capacity can support this change. The administration at Cuyamaca College consists of:

- President
- Vice President of Instruction
- Vice President of Student Services
- Vice President of Administrative Services
- Three instructional deans (Divisions I, II and III)
- Dean of Counseling
- Dean of Learning and Technology Resources
- Assistant Dean, EOPS/CARE
- Associate Dean, Athletics
- Associate Dean, Student Affairs
- Associate Dean, Special Funded Programs
- Director, Financial Aid
- Manager, College Bookstore
- Manager, College Food Services

6. Operational Status

Cuyamaca College has been in continuous operation since its founding in 1978. Students actively pursue degree and certificate programs, career and technical education training, basic skills education, and noncredit course offerings.

Courses are offered in the traditional classroom setting and distance education modality. Cuyamaca College serves approximately 9,000 students each semester. The addition of the AA and Certificate of Achievement in Arabic Studies degree program will likely result in a slight increase in the number of degrees and certificates awarded at Cuyamaca College.

7. Degrees

Cuyamaca College offers 88 Associate Degree programs and 106 certificates. The College prepares students for transfer to public and private colleges and universities through its academic programs. Students are also better equipped for employment opportunities through its wide variety of vocational training programs. A significant proportion of students are enrolled in programs leading to degrees; 62% of applicants indicate that their primary educational goal is to obtain an Associate Degree or transfer to a four-year institution. The AA and COA in Arabic Studies adds one degree and one certificate to the current offerings.

8. Educational Programs

All educational programs offered by Cuyamaca College reflect the mission of the institution. They are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Distance education courses follow the same approval and evaluation processes as “face-to-face” courses. The AA and COA in Arabic Studies adds opportunities for students and, upon approval, will be included in the catalog along with 106 other certificates and 88 degrees.

9. Academic Credit

Cuyamaca College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher

education. The traditional classroom lecture class requires the equivalent of one hour per week for each semester unit awarded. Laboratory classes require three hours per week for each semester unit awarded. The traditional semester is 16 weeks in length. Cuyamaca College also offers short-term classes throughout the year, including during intersession, as well as during the summer, when four, six, or eight week sessions are offered.

10. Student Learning and Achievement

Cuyamaca College identifies Student Learning Outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. The same Student Learning Outcomes are in place, regardless of the mode of instruction. Student learning outcomes are evaluated each year in either annual program review updates or the comprehensive program review. The description of the AA and COA in Arabic Studies including program outcomes will be published in the College catalog, pending ACCJC approval. The chair of the World Languages Department will monitor achievement of outcomes through the established processes.

11. General Education

Cuyamaca College incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. A minimum of 22 semester units in general education is required for all degrees except Transfer degrees. The GE component includes demonstrated competence in writing and computational skills, an introduction to some major areas of knowledge, and several additional competencies. Courses submitted for GE are closely scrutinized by the Curriculum Committee, and are consistent with levels of quality and rigor appropriate to higher education. All general education courses have identified

student learning outcomes, which are assessed. All courses included in the AA in Arabic Studies are also general education courses.

12. Academic Freedom

Board Policy 4030 on Academic Freedom states, “The Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student in freedom in learning. It carries with it duties correlative with rights.” The College maintains an atmosphere in which intellectual freedom and independence exist. The Board Policy on academic freedom will not change in any way due to the addition of the AA and COA in Arabic Studies. Program faculty and students will be afforded the same protection under this policy as all others.

13. Faculty

Cuyamaca College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. Full-time faculty are represented in comparable numbers in all modes of instruction. Faculty responsibilities include the development and review of curriculum as stated in the American Federation of Teachers contract, the Academic Senate’s roles and responsibilities, and faculty job descriptions. The Curriculum Committee is under the purview of the Academic Senate and its co-chair is a faculty member. A faculty member also serves as the Student Learning Outcomes Coordinator. Faculty are responsible for curriculum development and are responsible for defining and assessing SLOs.

14. Student Services

Cuyamaca College provides a wide array of programs and services that support student learning and development within the context of the institutional mission. These include Admissions & Records, Counseling, Financial Aid, CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). A Tutoring Center, Reading and Writing Center, High Tech Center for the Disabled, and STEM Achievement Center provide for support for student learning. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

15. Admissions

In keeping with Title 5 and District policies, Cuyamaca College admission policies and practices are consistent with its mission. These guidelines are stated on the College website as well as in the College catalog. The new AA and COA in Arabic Studies will reflect admission policies.

16. Information and Learning Resources

Cuyamaca College provides access to information and resources to support student learning and enhance the mission and instructional programs. Learning resources include a library collection, computer laboratories, Instructional Media Services, Tutoring/Learning Centers, and a variety of library services. The same information and resources are available to students, regardless of the format or location of the program.

17. Financial Resources

In conjunction with the Grossmont-Cuyamaca Community College District, Cuyamaca College has a funding base, financial resources, and plans for financial development adequate to support student learning programs and services. Cuyamaca College has a set of well-defined guidelines and processes for financial

planning and budget development based on the mission, values, and goals of the College. Budget goals and priorities are developed and updated annually through a shared governance process. Cuyamaca College has remained fiscally stable throughout the last few years of budget reductions in the California Community College system, with adequate resources to support a comprehensive offering of programs and services, including the proposed AA and COA in Arabic Studies.

18. Financial Accountability

Cuyamaca College undergoes an annual external financial audit by a certified public accountant as part of the District audit. Annually, Cuyamaca College submits with its ACCJC eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant that has no other relationship to the institution. Every year, the District receives unqualified audits on its financial statements and federal and state compliance audits. All audits are available to the public on the District Website.

19. Institutional Planning and Evaluation

Cuyamaca College has a clearly defined and systematic cycle of evaluation, integrated Program Review and Planning, resource allocation, implementation, and re-evaluation. The Program Review and Planning process is integrated with the College and District Strategic Plans, and it provides substantial data upon which annual budget decisions are based. The College develops goals and annually assesses progress toward these goals through the measurement of Key Performance Indicators (KPIs). Based on these assessments, decisions regarding improvements are made to achieve continuous quality improvement. The AA and COA in Arabic Studies will be included in established planning and evaluation processes.

20. Integrity in Communication with the Public

Cuyamaca College provides a catalog, both printed and electronic, and strives to ensure the information is precise, accurate, and current. The Cuyamaca College catalog is updated and published on an annual basis. The catalog includes the College mission, academic calendar, College and District administration and faculty, including their degrees, names of the Governing Board members, College history and vision, academic policies, Associate Degree and certificate programs, individual course descriptions, and General Education, degree, and transfer information. In addition the College publishes its schedule of course offerings in electronic form every semester. Upon approval by the ACCJAC, the AA and COA in Arabic Studies will be included in the catalog and contain all the pertinent information the public and prospective students need to learn about it.

21. Integrity in Relations with the Accrediting Commission

Cuyamaca College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). Cuyamaca College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of Accreditation for Cuyamaca College appears in its catalog and on the College website. The Commission is being notified of the proposed AA and COA in Arabic Studies through this substantive change proposal, as directed by the commission staff.

G. Evidence that Accreditation Standards Will be Fulfilled

Standard I. Institutional Mission and Effectiveness

A. Mission

Cuyamaca College's Mission Statement defines the College's educational purposes, intended student population, and commitment to student learning. The mission is the foundation for institutional planning and decision-making, and drives high expectations about student learning at the College. The proposed AA and COA in Arabic Studies clearly fall within the scope of the mission, and is in direct response to the needs of students.

B. Improving Institutional Effectiveness

The Cuyamaca College Council is responsible for the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Key processes and allocation of resources to effectively support student learning are well organized. The model integrates effective approaches to ensure proficiency in achieving a continuous improvement cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Assessment and improvement plans are recorded in TracDat and utilized in program reviews, as well as in department dialogue on quality and improvement. Data are evaluated to identify annual and long-term priorities and goals. The AA and COA in Arabic Studies will undergo the same processes.

Standard II. Student Learning Programs and Services

A. Instructional Programs

Cuyamaca College offers high quality instructional programs, consistent with its mission, vision, and shared values, that meet the needs of a diverse community. All programs have established procedures that assure ongoing and systematic review of their relevance, appropriateness, achievement of the learning outcomes, currency, and future needs. Faculty expertise is relied on to identify and measure student learning through outcomes assessment. The College provides clear and accurate information in its catalog and website about educational course, programs, certificates, and degrees that includes student

learning outcomes. The College adheres to and makes public all board policies that assure the integrity of the teaching and learning process. The AA and COA in Arabic Studies meet this standard by complying with all quality assurance requirements. Student learning outcomes have been identified, and the assessment cycle will begin upon ACCJC approval.

B. Student Support Services

Cuyamaca College recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. All student services programs have defined outcomes that are regularly and systematically evaluated for improvement using Student Learning Outcomes, faculty and staff input, and other appropriate measures.

C. Library and Learning Support Services

Cuyamaca College supports the quality of its instructional programs by providing a variety of learning support services to its students. These services are housed in the Learning and Technology Resource Center (LTRC), online, and in other learning centers on campus. Library and learning support services are sufficient to support the College's instructional programs and other activities. Library and learning support services have defined outcomes that are regularly evaluated for improvement.

Standard III. Resources

A. Human Resources

Cuyamaca College employs qualified faculty, staff and administrators to support student learning and services and improve institutional effectiveness. The

College uses recruiting and hiring processes for all faculty and staff to ensure that employees meet minimum qualifications for education and experience. College employees are regularly evaluated to ensure effectiveness and nurture improvement. Employees involved in the AA and COA in Arabic Studies will be held to the same standards, regulations and processes in place to ensure quality, professional ethics, and integrity.

B. Physical Resources

Cuyamaca College provides sufficient and safe physical resources to support and assure the quality of its programs. The AA and COA in Arabic Studies will utilize existing space on campus. Additional physical resources, i.e. classroom or laboratory space, will not be necessary, as there are no new courses or sections being added. All courses are existing and offered on a regular basis.

C. Technology Resources

Technology resources at Cuyamaca College are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology through a comprehensive process of planning, implementation, and support. Technology processes and procedures are designed to enhance and support the College's mission, operation, and effectiveness. Responsibility for these processes lies with shared governance committees. Additional technology will not be necessary to implement the AA and COA in Arabic Studies at Cuyamaca College.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness at Cuyamaca College.

Cuyamaca College maintains financial solvency through its planning processes and Strategic Plan that initially concentrates on fixed expenses, setting aside a 5% contingency reserve. Within the planning context, additional funds are used to increase the number of faculty and classified positions to support instruction, student services, infrastructure technology needs, and adequate facilities. Financial planning at Cuyamaca College is fully integrated with institutional planning. The College takes a conservative approach to budget allocation, relying on sources from general and categorical funds. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified and decisions reached. A baseline approach forecasts future projections, and all new requests must support the College mission, with approval from Program Review committees. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The budget of the AA and COA in Arabic Studies will be monitored through established processes.

Standard IV. Leadership and Governance

A. Decision Making Roles and Process

Cuyamaca College fully embraces the concept of shared governance, comprised of staff, faculty, administrators, and students in the decision-making process. The shared governance process allows the institution to effectively identify its values and establish goals in a cycle of continuous quality improvement. The faculty, in particular, have a leadership role in developing recommendations about student learning programs and services. Cuyamaca College strives to maintain the highest standards of honesty and integrity. College programs and departments regularly undergo financial audits, compliance reviews, and accreditations. Federal and state agencies regularly conduct compliance reviews of academic and student services programs and departments. The role of leadership and the institution's governance and decision-making structures and

processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. The AA and COA in Arabic Studies have been approved at all levels, including Curriculum Committee, Academic Senate, Governing Board of the GCCCD, and the California Community College Chancellor's Office.

B. Board and Administrative Organization

The Governing Board of the GCCCD is an elected body that advocates for and supports Cuyamaca College in its policy decision-making. The Governing Board engages in ongoing discussion to act as a whole in reaching any decision. A majority vote of its five members will designate approval, except when two-thirds vote is required under special circumstances. The Governing Board President speaks to the media on behalf of the Governing Board. Individual Governing Board members are involved with community service clubs, Chambers of Commerce, and other community groups and forums. The Governing Board works closely with the GCCCD Chancellor in carrying out the district and college mission, ensuring educational quality, and maintaining financial integrity. The Board holds public meetings once a month, with special meetings held as needed. The Board participates in self-evaluation annually, as well as annual evaluation of top leadership positions. The AA and COA in Arabic Studies will comply with all established Board policies and procedures.

Relevant Commission Policies

Cuyamaca College remains compliant with all ACCJC Commission Policies as listed in the Accreditation Reference Handbook. The addition of the AA and COA in Arabic Studies relates only to the ACCJC Policy on Substantive Change, as it adds a new program that is a significant departure from existing offerings when the institution was last evaluated in 2013.

APPENDIX

1. Catalog Information, AA in Arabic Studies; Certificate of Achievement in Arabic Studies

ARABIC STUDIES

The Associate in Arts in Arabic Studies is designed to provide a greater understanding of Arabic language, history, culture and heritage, with particular emphasis on reading, writing and speaking the Arabic language. The Arabic Studies degree prepares students for career opportunities that require competency in the Arabic language. Through specific coursework for this degree, students will have a deeper appreciation and understanding of Arabic heritage and civilization.

Program Outcomes

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

- Communicate in the Arabic language at the intermediate level in a variety of settings.
- Acquire an understanding of Arabic civilization and heritage.
- Gain sensitivity, globalism and cultural competence.

Associate in Arts Degree Requirements:

<i>Course</i>	<i>Title</i>	<i>Units</i>
ARBC 120	Arabic I	5
ARBC 121	Arabic II	5
ARBC 145	Arabic Civilizations	3
ARBC 220	Arabic III	5
ARBC 221	Arabic IV	5
ARBC 250	Conversational Arabic I	3
ARBC 251	Conversational Arabic II	<u>3</u>
	Total Required	29
	Plus General Education Requirements	

Certificate of Achievement

Students who complete only the major requirements above qualify for a Certificate in Arabic Studies. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

2. Minutes, Curriculum Committee, February 17, 2015

**CURRICULUM, GENERAL EDUCATION AND ACADEMIC
POLICIES AND PROCEDURES COMMITTEE**

Minutes of February 17, 2015

CO-CHAIRS: Chuck Charter, Wei Zhou
MEMBERS: Guillermo Colls, Bryan Elliott, Mary Graham, Laurie LeBlanc, Teresa McNeil, Pat Setzer, Kari Wergeland, Kristin Zink
EX-OFFICIO: Kate Alder, Scott Herrin, Jennifer Lewis,
 Marsha Gable RECORDER: Joan Burak
GUESTS: Duncan McGehee, Jodi Reed, Patricia Santana

APPROVAL OF MINUTES of February 3, 2015: *Graham/LeBlanc* to approve: 9 Yes, 0 No, 0 Abstentions.

ACTION ITEMS: Adoption of the Consent Calendar:

- ♦ **BOT: Account Clerk; Front Office Receptionist:** Additions
- ♦ **COUN 130:** Modification
- ♦ **ENGR 100, 175, 176, 210:**
Modifications **ENGR 170,**
171, 172, 173: Deletions
ENGR 182: Addition, Assign
to Discipline
ENGR 200, 260: SLO, Out-of-Class Assignments **Civil Engineering; Electrical and Computer Engineering; Mechanical and Aerospace Engineering; Mechatronics:** Modifications
- ♦ **OH 255:** Modification
Arboriculture; Irrigation Technology; Landscape Technology; Nursery Technology; Sustainable Urban Landscapes: Modifications

Mechatronics was pulled for discussion. *Graham/Elliott* to approve the Consent Calendar: 10 Yes, 0 No, 0 Abstentions.

Mechatronics: Duncan McGehee discussed the additional revision to the certificate based on a recommendation from the department's advisory committee. *Zink/Elliott* to approve: 10 Yes, 0 No, 0 Abstentions.

INFORMATION ITEMS:

- ♦ **Arabic Studies:** Addition
Patricia Santana discussed the new program which was developed in response to community and student interest.
- ♦ **ENGR 270:** SLO, Out-of-Class Assignments
Duncan McGehee stated that the outline has been updated as part of the regular review cycle.
- ♦ **Graphic Design, Web Graphics:** Modifications
Jodi Reed discussed the program modifications in response to CIS 211 replacing CIS 212. The department will submit paperwork to delete CIS 212 which is no longer offered.
- ♦ **Basic Ornamental Horticulture:** Addition
Kate Alder discussed the new certificate of specialization. Committee members discussed the "Additional Associate Degree" requirements and asked if the requirements are being applied to students completing multiple certificates. Kate will look into how the policy is being applied including any financial aid implications

and will report back to the committee.

In order to allow sufficient time for new courses/programs and substantive course modifications to be approved by the State Chancellor's office (and ACCJC as applicable) in time to appear in next year's catalog, committee members want to submit a curriculum packet to the Board in March. *Graham/Setzer* to suspend regular information/action cycle for the above Information items: 9 Yes, 1 No, 0 Abstentions. *Graham/Setzer* to approve: 9 Yes, 0 No, 1 Abstention.

3. Minutes, Academic Senate, February 26, 2015
<http://www.cuyamaca.edu/faculty-staff/academic-senate/files/minutes/2015/2015-02-26-as-minutes.pdf>

4. Minutes, Governing Board Meeting, Grossmont-Cuyamaca Community College District, March 17, 2015
<http://www.gcccd.edu/governing-board/documents/minutes/2015/March%2017,%202015,%20Regular%20Meeting.pdf>

5. Approval Letter, Approval Letter, AA in Arabic Studies, California Community Colleges, August 28, 2015

STATE OF CALIFORNIA

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q street

Sacramento, Ca 95811-6549

08/28/2015

Admin, CUYAMACA

College CIO CUYAMACA

Cuyamaca College 900 Rancho San Diego Parkway El Cajon, CA 92019



Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 021

Credit Status: Credit

Program Title: Arabic Studies

Program Award: A.A. Degree

Program Control Number: 33663

TOP Code: 111200

Program Goal(s): Other - Designed to meet community needs

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to

curriculum@cccoco.edu. Sincerely,

Academic Affairs Division

California Community Colleges Chancellor's Office

6. Approval Letter, Approval Letter, Certificate of Achievement in Arabic Studies, California Community Colleges, December 29, 2015

STATE OF CALIFORNIA

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q street

Sacramento, Ca 95811-6549

12/29/2015



Admin, CUYAMACA
College CIO CUYAMACA
Cuyamaca College 900 Rancho San Diego Parkway El Cajon, CA 92019

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 021

Credit Status: Credit

Program Title: Arabic Studies

Program Award: Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units

Program Control Number: 33779

TOP Code: 111200

Program Goal(s): Other - Designed to meet community needs

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@cccco.edu. Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office

7. Program Review, World Languages (2013-2014); link below:

<http://www.cuyamaca.edu/in/committees/iprpc/files/documents/PR%20reports/2014-2015/PR%20Reports/IPR-ARBC-2014.pdf>

8. Organizational Chart, Arts, Humanities, Social Sciences; see following page.

CUYAMACA COLLEGE-DEAN, ARTS, HUMANITIES & SOCIAL SCIENCES

