

CIM Report Aug 28, 2026 1:16pm

Course Changes Pending Approval from Curriculum Committee Action Item

Code	Field	Old Value	New Value
AJ 122	COS Course Description	An in-depth study of the origin, development, philosophy and legal bases of criminal procedure in California. Procedural statute law, case law and constitutional law governing laws of arrest, use of force, motions, rules of discovery, applicable rules of evidence, the California court system, pre-trial procedures, trial procedures and the appellate process.	This course provides students with a comprehensive overview of criminal procedures and the legal framework surrounding them. Key components of the course will include, Constitutional guarantees and protections in the 4th, 5th, 6th, 8th, and 14th Amendments, through the interpretation and application of statutory & case law; legal aspects of arrest, evidence, and rules governing search and seizure; institutional and community supervision responsibilities of the criminal justice system. This comprehensive approach not only prepares students for a career in criminal justice but also fosters a deeper understanding of the legal principles that govern society.
	Other Degree Attributes	Not a Basic Skills Course	Degree Applicable Not a Basic Skills Course
	Proposer:		Candido Alvarez candidoa@cos.edu
	Co-Contributor:		Sidney Hammond sidneyh@cos.edu
			Amy Vega-Pritchett amyp@cos.edu
	Effective Term:		Fall 2027
	Discipline:		AJ
	Catalog Title		Criminal Procedures
	Advisory on Recommended Preparation:		AJ 011 or an equivalent college course with a minimum grade of C
	Method of Instruction:		Distance Education Lecture and/or Discussion
	Outside Hours Minimum (week)		6
	Total Contact Hours Minimum (semester)		52.5
	Total Outside Hours Minimum (semester)		105
	Total Student Learning Minimum Hours (semester)		157.5
	Do you want to override any hours fields?		No
	Basic Skills Status:		N - Not Applicable
	Funding Agency Category:		Not Applicable
	Program Status:		Program Applicable
	COS Methods of Evaluation:		Essay quizzes or exams Multiple choice tests Oral presentations Short answer quizzes or exams Written essays or extended papers

	COS Course Topics:		1 The goals of the justice system 2 The court system 3 The Constitution and Due Process 4 Crime Control Model vs Due Process Model 5 Arrests, Searches, and Seizures and the 4th Amendment 6 Search warrants\\n 7 Vehicle stops 8 Pedestrian stops and field contacts 9 Detentions, Stop and Frisk 10 Interview and Interrogation and the 5th Amendment 11 Right to Counsel 12 Confrontation Clause 13 Bail 14 The Criminal Trial 15 Adversarial Process 16 Plea Bargain System 17 Arraignment 18 Testimony 19 Discretion 20 Sentencing and Punishments 21 Ethical Implications and Considerations
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	COS Course Objectives:	1 Explain the interrelationship between the police, the courts, and corrections in the criminal justice system and distinguish among federal, state, and local jurisdiction in criminal cases. 2 Explain the difference between juvenile and adult criminal proceedings. 3 Identify the concepts of due process as found in the 4th, 5th, 6th, 8th, and 14th amendments. 4 Define probable cause and reasonable suspicion, and differentiate the legal standards that allow police officers to detain or arrest. 5 Identify the constitutional protections associated with confessions, admissions, and lineups 6 Identify the constitutional protections associated with the search and seizure of persons and property, and analyze the effects of the exclusionary rule on police searches and arrests. 7 Describe stages in the trial process. 8 Explain the roles of the judge, jury, prosecutor, and defense attorney in a criminal trial and evaluate these roles as they relate to the outcome of a trial. 9 Compare and contrast juvenile criminal procedures with adult criminal procedures.
	Course Outcomes:	1 Students will identify the stages in the trial process 2 Students will identify the concepts of due process as found in the constitutional amendments. 3 Students will understand the difference between substantive criminal law and procedural law. 4 Students will demonstrate an understanding of the various sentencing philosophies: retribution, deterrence, incapacitation, rehabilitation, and restoration.

	Assignments:	READ Assigned readings from texts that expand and enhance lecture topics. Assigned readings from Federal, State, and local codes that clarify the elements of crimes. Assigned legal briefs which illustrate the concept of Constitutional Law as it relates to criminal procedure. WRT Papers and essays on topics such as identifying and explaining the Constitutional protections. provided to individuals involved in criminal procedures or explaining and evaluating the roles of those involved in criminal trials. Reflection papers of film and presenter material. HMWK Reading assigned chapters. OTH Conduct legal research by locating court cases that relate to specific criminal cases and procedures such as search and seizure of persons and property or constitutional protections associated with confessions, admissions, and lineups.
	COS Textbooks or other support materials	BKS Criminal Procedure (Justice Series), Worrall, John L, 2022, 3rd Ed. BKS Procedures in the Justice System, Roberson & Wintets, 2022, 12th Ed.
	Library Materials Description:	The library is requested to keep several copies of the selected text once assigned to the instructor.
	Transferable to CSU	Yes - Proposed
	Transferable to CSU Justification	This course fulfills the legislatively mandated Assembly Bill 89 known as the Modern Policing Degree (MPD) which initially was to be required to be offered in the Fall of 2025, but has been pushed back to 2029. The C-ID Designations for the MPD had all COS AJ Law Enforcement local degree equivalent courses with the exception of this Criminal Procedures Course (AJ 122); therefore, its creation was required to meet this requirement. Similar courses at CSU institutions include but are not limited to CRJU 350 at CSU Long Beach (Constitutional Criminal Procedure), Crim. 202 (Law and the Criminal Justice System) at CUS Fresno, CRJU 320 (Criminal Procedure) at CSU Fullerton, and Crim. 350 at CSU Los Angeles.
	This course will also be proposed for UC transfer.	No
	Transferable to UC	No
	Distance Learning Addendum	DLA - AJ 122 - Criminal Procedures.pdf
	Proposal Type	Substantial

			Assignments Description Objectives Outcomes Textbooks / Other Support Materials Topics
	Equity Review Description:		The Criminal Procedure course is designed with a strong commitment to equity, inclusion, and critical examination of the criminal justice system. Course objectives, topics, and learning activities emphasize the constitutional protections afforded to individuals, including the rights of citizens and defendants under the United States Constitution. Particular attention is given to the procedural safeguards embedded in criminal justice practices, including search and seizure, interrogation, due process, and the right to counsel. Through lecture, guided discussion, assignments, and practical exercises, students will examine how constitutional protections operate in real-world criminal justice contexts and how these protections affect individuals and communities differently. The course intentionally incorporates dialogue and analysis concerning equitable practices within the justice system, encouraging students to critically evaluate historical and contemporary applications of criminal procedure. Additionally, the course includes examination of recent reforms and policy discussions that have emerged in response to calls for change from traditionally marginalized and underrepresented communities. Students will explore how social movements, legal challenges, and public discourse have influenced evolving standards in policing, prosecution, and court procedures. By engaging with these perspectives, the course promotes a deeper understanding of fairness, accountability, and equity within the administration of justice.
	Justification / Rationale:		This course fulfills the legislatively mandated Assembly Bill 89 known as the Modern Policing Degree (MPD) which initially was to be required to be offered in the Fall of 2025, but has been pushed back to 2029. The C-ID Designations for the MPD had all COS AJ Law Enforcement local degree equivalent courses with the exception of this Criminal Procedures Course (AJ 122); therefore, its creation was required to meet this requirement. Similar courses at CSU institutions include but are not limited to CRJU 350 at CSU Long Beach (Constitutional Criminal Procedure), Crim. 202 (Law and the Criminal Justice System) at CUS Fresno, CRJU 320 (Criminal Procedure) at CSU Fullerton, and Crim. 350 at CSU Los Angeles.
	Reviewer Comments		

ART 023	Is Reactivate?		true
	Proposer:	Daniel Alvarado danielal@cos.edu	Carinne Knight carinne@cos.edu
	Co-Contributor:	Patrick Brien patrickbr@cos.edu	
	Discipline:	ART	ART
			OR GA
	COS Course Description	Introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools.	An introduction to digital art as both a creative and conceptual practice. Students apply traditional elements and principles of art using industry-standard software and emerging digital technologies to develop technical skills and personal expression.
	COS Methods of Evaluation:	- Multitple choice tests - Oral presentations - Portfolio Evaluation - Problem solving assignments or activities - Project - Short answer quizzes or exams - Skill demonstrations - Written essays or extended papers	- Essay quizzes or exams - Multitple choice tests - Oral presentations - Portfolio Evaluation - Problem solving assignments or activities - Problem solving quizzes or exams - Project - Short answer quizzes or exams - Skill demonstrations - Written essays or extended papers
	COS Course Topics:	1 Elements and principles of color and design as they relate to digital media. 2 Principles and uses of vector and raster-based software in the creation of digital art. 3 Characteristics of color in additive and subtractive color systems. 4 Development of drawing skills and other concerns of traditional art making applied through digital design software. 5 History, contemporary trends, language, aesthetics and emerging media as they relate to digital art. 6 The use of technology to create art through various digital media input and output methods. 7 Concept development as it relates to digital and time-based art. 8 Group and individual critiques of digital images utilizing relevant terminology and concepts.	1 The elements and principles of art and design, and how they apply to digital media. 2 Introduction to vector and raster tools for creating, editing, and compositing digital artwork. 3 Additive (RGB) and subtractive (CMYK) color systems and their application in digital environments vs print. 4 Apply compositional awareness and creative problem-solving through digital tools and design software, such as Adobe and Arduino. 5 Overview of the history, vocabulary, aesthetics, and emerging technologies that shape contemporary digital art. 6 Practice concept development through a creative process from idea generation, planning, and sketching to project revisions. 7 Utilize critiques to practice giving and receiving feedback using appropriate terminology to analyze, discuss, and refine digital artworks.

	COS Course Objectives:	1 Apply the elements and principles of design in finished digital images and time-based works. 2 Demonstrate proficiency in using and operating Macintosh computers. 3 Produce digital images, artwork, and time-based work through various digital media input and output methods. 4 Examine and describe contemporary approaches, language, aesthetic and emerging media in digital art. 5 Safely handle and maintain digital imaging hardware and materials such as scanners, printers, cameras, and Apple Macintosh computers. 6 Evaluate and critique digital artwork and time-based works utilizing relevant terminology and concepts. 7 Create a digital portfolio of work that complies with industry standards and professional expectations demonstrating formal, conceptual, and technical development. 8 Learn and understand the difference between vector and raster-based images, which software programs are best to create and work with each, and the relevant methods and industry applications of each. 9 Recognize various techniques, digital tools and processes commonly used in digital art. Select and use them in creative projects.	1 Apply elements and principles of art to create digital artworks that demonstrate an understanding of visual language. 2 Use industry-standard software to produce and refine original artwork across vector and raster media. 3 Analyze, discuss, and critique digital artwork using relevant vocabulary, design concepts, and critical thinking skills. 4 Research historical, contemporary, and emerging trends in digital art and apply those insights to inform a personal creative process. 5 Assemble a professional digital portfolio that reflects conceptual growth, technical proficiency, and industry standards.
	Course Outcomes:	1 Understand the difference between raster and vector graphics and apply this understanding to creative projects. 2 Employ established elements and principals of design to create refined digital works of art. 3 Create a digital portfolio of images that complies with industry standards and professional expectations used to promote ones art.	1 Differentiate between raster and vector graphics and apply appropriate software, tools, and techniques to create original digital artwork. 2 Apply design elements and principles in the creation of digital artworks that communicate ideas with visual and conceptual clarity. 3 Develop a professional digital portfolio that demonstrates technical skill and creative growth. 4 Evaluate digital artwork in critiques to practice giving and receiving constructive feedback using appropriate terminology. 5 Demonstrate an understanding of a creative process by documenting artistic decisions and articulating intent through an artist statement.

Assignments:

READ | Students will read from a textbook, manual, or handout to learn appropriate methods, techniques, and vocabulary relevant to the course. \n\nFor example: For a student with no prior knowledge or experience in a particular design software, the instructor will assign a reading from a textbook or manual that guides the student step by step in order to complete a task or lesson on a specific topic.

WRT | Students will be given periodic quizzes or tests that require them to write answers and responses to questions. \n\nFor example: After a lecture or presentation on a given topic and practical application in a lesson and/or assignment on that topic, the student will be tested or quizzed to gauge the level of apprehension of that topic.

HMWK | Students will be encouraged to continue or complete lessons or assignments for homework. They will also be required to review and study techniques and vocabulary relevant to a given topic. \n\nFor example: Students will be given a vocabulary sheet with terms applicable to the unit or topic to study.

LAB | Students will work on Macintosh computers in the design computer lab to complete assignments and projects in a digital format. \n\nFor example, after a lecture or presentation by the instructor, students will complete lessons in Adobe Photoshop to apply their understanding of a given skill or topic

READ | To help students build a foundation of knowledge by exploring historical and contemporary art practices, concepts, and terminology, which inform their own creative work.\n\nFor example: Students will read selected texts, articles, or handouts on a specific artist, art movement, or digital art technique. They will use this research to understand historical context, aesthetic approaches, and conceptual strategies, then apply these insights to their own projects.

WRT | To help students articulate their understanding of course concepts, reflect on techniques, and document their creative process, reinforcing learning and critical thinking.\n\nFor example: Students will complete a journal entry for a current digital art assignment, describing their design decisions, techniques used, challenges encountered, and how they applied concepts from class readings or demonstrations.

HMWK | To help students reinforce skills, practice techniques, and review key concepts outside of class, supporting deeper understanding and retention of course material.\n\nFor example: Students will collect reference images, color palettes, or inspirational artwork for an assignment and write a brief reflection explaining how these resources inform their project concept.

LAB | Students will use computers in lab to complete assignments and projects in a digital format, to provide hands-on practice with industry-standard software such as Adobe and reinforcing concepts introduced in class.\n\nFollowing an instructor-led demonstration and lecture on digital compositing techniques, students will complete exercises in Adobe Photoshop to apply and practice the skill, creating their own compositions that integrate the lesson's principles.

	COS Textbooks or other support materials	BKS Foundations of Digital Art and Design with Adobe Creative Cloud. 1st Edition. Burrough, Xtine. New Riders; 2014. ISBN: 978-0321906373 BKS Digital Design Basics. Arntson, Amy E. Cengage Learning. 6th edition. 2011. ISBN: 978-0495912071 BKS Adobe Creative Cloud Design Tools. Jennifer Smith and the AGI Creative Team. John Wiley & Sons; 2013. ISBN: 978-1-118-63999-3 BKS e-Study Guide for: Graphic Design Basics Amy E. Arntson Cram 101 5 edition 2013 9780495006930 BKS Digital Painting Techniques: Practical Techniques of Digital Art Masters (Masters Collection) 3DTotol.com (Author) Focal Press 1 2009 0240521749 Guide to digital painting BKS Creative Computer Tools for Artists: Using Software to Develop Drawings and Paintings Jann Lawrence Pollard and Jerry James Little Watson-Guptill 1 2001 0823010392 Excellent book on developing digital art based on traditional art making. WEBOTH Trade publications for graphic design (i.e., Digital Imaging and Computer Artist), as well as manuals for various programs will be required reading (See V). BKS Adobe Photoshop Classroom in a Book, by Andrew Faulkner, Adobe Press, 2020, ISBN-10: 0136447996	BKS Adobe Photoshop Classroom in a Book (2025 Release) \nISBN-10: 0135376327 \nISBN-13: 978-0135376324 \nPublisher: Adobe Press \nPublication Date: December 13, 2024 \nAuthor: Conrad Chavez BKS Adobe Illustrator Classroom in a Book (2025 Release) \nISBN-10: 013537684X \nISBN-13: 978-0135376843 \nPublisher: Adobe Press \nPublication Date: December 23, 2024 \nAuthor: Brian Wood
	Library Materials Description:	"Adobe Photoshop Classroom in a Book", by Andrew Faulkner, Adobe Press, 2020, ISBN-10: 0136447996 Texts and manuals listed above will be used for reference and instruction.	Library laptops for checkout, as available.
	Equity Review:	Yes	
	Materials Fee:	10	50
	Materials Fee Form (if applicable)	ART 023.pdf	ART023_MaterialsFeesAndRationale_FA25.pdf
	Distance Learning Addendum	DLA-ART_023_Approved-May-13-2020-fillable-form.pdf	ART023_DLA_FA25.pdf
	Proposal Type	Non-Substantial	Substantial
	Curriculum Committee Approval Date:	06/18/2020	
	Academic Senate Approval Date:	08/26/2020	
	District Governing Board Approval Date:	09/14/2020	
	Justification / Rationale:	Changed previous Emergency DLA to full online DLA	Updated for COS course catalog, description, updated equity review, materials fees and DLA.
	Effective Term:		Fall 2027

			Limitation on Enrollment Objectives Outcomes Textbooks / Other Support Materials
	Equity Review Description:		This course will use inclusive teaching practices, ensuring content is accessible to students with diverse learning needs through alternative formats and assistive technologies. The curriculum will be flexible, accommodating varying levels of experience, and ensuring all students, regardless of background, have the opportunity to succeed. To reduce costs, open-source resources and texts will be utilized. The goal is to make industry-standard software available to all students, especially distance learning. An effort is being made to provide alternative licenses for Adobe Creative Cloud to facilitate reliable student access without relying on the AppStream and the students' home internet bandwidth speed.
	Reviewer Comments		
ART 025	Proposer:	Daniel Alvarado danielal@cos.edu	Carinne Knight carinne@cos.edu
	Discipline:	ART	ART
			OR GA
	Catalog Title	Digital Painting and Imaging	Digital Painting
	COS Course Description	Digital Painting and Imaging applies digital technology as a painting medium to visually communicate formal space and artistic ideas. Students will explore the intersection of traditional methods of painting and those used in digital art making. Using computer-based, industry standard design software programs, students will explore how to capture and translate physical space into two-dimensional, digital paintings and digital drawings. Investigations into the history of traditional painting, the dynamic capabilities of digital techniques, and contemporary trends in digital painting practices will be conducted.	This course introduces digital painting as a medium for creative expression and visual storytelling. Students explore the connection between traditional art principles and contemporary digital techniques using industry-standard software. Through the study of historical and modern practices, students create digital artworks that develop characters, environments, and narratives.

COS Course Topics:

1 The Computer as a Creative Tool	1 Navigating the interfaces and tools of Adobe Creative Cloud and/or other industry-standard software.
2 History of digital image creation.	2 Preparing digital artwork for print and digital distribution, including file formats, resolution, and color models (RGB vs. CMYK).
3 A thorough introduction to the workspace and painting tools within Adobe CC and other industry-standard painting programs.	3 Understanding raster and vector formats, their advantages, and appropriate use cases.
4 Understanding Color: RGB/CYMK color models	4 Using layers, brushes, textures, and effects to create digital compositions.
5 Managing Output Devices	5 Exploring emerging technologies and the digital canvas to develop concepts and visual storytelling.
6 Adobe Illustrator: Vector Drawing Software	6 Developing a personal digital art style that conveys ideas, narratives, or themes using historic and contemporary references.
7 Raster versus Vector Graphics	7 Practicing critique by giving and receiving constructive feedback to revise and improve projects.
8 Manipulating Capabilities of Adobe PhotoShop	
9 Use of drawing tablets	
10 Exploration of the digital canvas as a site of artistic expression and visual communication of ideas.	
11 Tutorial demonstrations on techniques and methods of digital painting.	
12 Lecture and discussion of traditional painting methods and how they translate to digital strategies.	
13 Projects and exercises utilizing digital painting programs.	

	COS Course Objectives:	1 Demonstrate a working knowledge of the hardware and software of digital painting and image making. 2 Usage of color theory as applied to digital: paintings, artworks, images, and designs. 3 Gain a basic understanding of the modes and techniques accomplished by artists utilizing traditional painting methods throughout the major movements in art history. 4 Demonstrate thorough knowledge of the elements and principles of art used to compose and execute a digital painting, drawing and imaging. 5 Complete focused exercises in digital mark making and painting construction and apply this knowledge toward creating and developing well-refined digital artworks. 6 Learn how to translate the concerns of traditional painting into a digital form of expression 7 Study the design style and techniques of digital artists and understand the importance of traditional graphic design. 8 Demonstrate the ability to write about and articulate an understanding of the terminology associated with the painting techniques presented. 9 Exhibit basic mastery of raster image manipulation and vector drawing techniques.	1 Explore digital art tools and emerging technology to create, manipulate, and prepare artwork for print and digital formats. 2 Apply the basics of visual language, including elements and principles of design, color theory, and composition, in digital artwork. 3 Analyze the work of historic and contemporary artists to understand visual storytelling and creative techniques. 4 Develop an artistic voice and refine projects iteratively using constructive feedback. 5 Communicate digital art concepts, terminology, and creative decisions clearly through writing, discussion, and critique.
	Course Outcomes:	1 Still Life: Students will be able to develop a digital painting that includes multiple layers providing evidence of an understanding of traditional direct-painting techniques. 2 Landscape: Students will be able to describe the techniques and processes used to create a digital painting. 3 Color theory: Students will demonstrate their ability to effectively manipulate the element of color in their digital painting(s).	1 Demonstrate technical and creative skill using industry-standard software to produce digital illustrations and paintings. 2 Produce artwork that that apply the elements and principles of art, composition, and mark-making to communicate ideas, narratives, or themes. 3 Prepare digital artwork for print and digital distribution by selecting appropriate file formats, resolutions, and color models. 4 Articulate and reflect on creative decisions in written reflections, discussions, and critiques.\n 5 Assemble a portfolio of digital artworks demonstrating technical skill, conceptual development, and a consistent creative voice.

	Assignments:	READ Students will research a variety of topics including Digital Artists, traditional Graphic Design, and Color Theory. This may be done through course texts, industry magazines, periodicals, journals, and or other credible sources. LAB Students will be given a number of projects that will require extensive use of the Adobe Suite software, computers, and drawing tablets. WRT Students may have to submit reports of their concept development in the form of: research, design evolution, color studies, software tool research, and or artistic influence. HMWK Students will be expected to work outside of class time on their digital paintings or digital images. This may include use of the Adobe Creative suite software outside of class time and or design development at home.	READ Readings may include textbook chapters, artist interviews, critical essays, and online publications that address color theory, digital art techniques, and the work of contemporary and historical illustrators. \\n\\nFor example: Students may read and respond to an article or artist profile examining the process and style of a contemporary digital illustrator, identifying techniques or conceptual approaches that can inform their own creative projects. LAB Lab activities provide guided practice with tools, techniques, and workflows introduced in class, allowing students to apply concepts such as composition, color, and lighting in a studio setting.\\n\\nFor example: After a demonstration on digital brush techniques and layering methods in Adobe Photoshop, students will complete an in-class digital painting exercise that applies these techniques to create a small-scale environment or character study. WRT Writing may include research summaries, artist statements, process journals, or project rationales that document idea development, artistic influences, and the application of digital painting techniques.\\n\\nFor example: Students may write a short reflective statement explaining the concept, color choices, and stylistic decisions behind a completed digital illustration, demonstrating their ability to articulate artistic intent and evaluate the effectiveness of their illustration. HMWK Homework may include refining in-progress digital artworks, developing preliminary sketches or concept studies, and practicing technical skills using industry-standard software such as Adobe Photoshop or other tools.\\n\\nFor example: Students may be assigned to create color studies, value compositions, or concept sketches at home to prepare for a larger digital illustration project, demonstrating continued development of technical proficiency and creative problem-solving.
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COS Textbooks or other support materials	BKS Beginner's Guide to Digital Painting in Photoshop 2nd Edition, ISBN-13: 978-1909414945, Publisher : 3DTotol Publishing; 2nd Edition (February 25, 2020) BKS Adobe Photoshop Classroom in a Book, by Andrew Faulkner, Adobe Press, 2020, ISBN-10: 0136447996 BKS Digital Painting Techniques: Practical Techniques of Digital Art Masters (Masters Collection) 3DTotol.com (Author) Focal Press 1 2009 0240521749 Guide to digital painting BKS Adobe Illustrator Classroom in a Book, Brian Wood, Adobe Press, 2020, ISBN-13: 978-0-13-641267-0 BKS Digital Foundations: Intro to Media Design xtine burrough & Michael Mandiberg New Riders 1 2009 13: 97803215559 This book includes info on aesthetics and art and design history. Practical knowledge is practically useless if visual, theoretical and historical frameworks are not provided. WEBOTH HOW: F & W Publications, Inc. (periodical) WEBOTH Layers Magazine: The How-to Magazine for Everything Adobe (periodical)	BKS Adobe Illustrator Classroom in a Book (2025 Release) \\\nISBN-10: 013537684X\\nISBN-13: 978-0135376843\\nPublisher: Adobe Press\\nPublication Date: December 23, 2024\\nAuthor: Brian Wood BKS Adobe Photoshop Classroom in a Book (2025 Release)\\nISBN-10: 0135376327\\nISBN-13: 978-0135376324\\nPublisher: Adobe Press\\nPublication Date: December 13, 2024\\nAuthor: Conrad Chavez Palette Perfect for Graphic Designers and Illustrators: Colour Combinations, Meanings and Cultural References \\\nISBN-10: 8417412948\\nISBN-13: 978-8417412944\\nPublisher: Hoaki\\nPublication Date: May 18, 2021\\nAuthor: Sara Caldas BKS Beginner's Guide to Digital Painting in Photoshop 2nd Edition\\nISBN-10: 1909414948\\nISBN-13: 978-1909414945, \\nPublisher : 3DTotol Publishing\\nPublication Date: February 25, 2020\\n
Library Materials Description:	Beginner's Guide to Digital Painting in Photoshop 2nd Edition, ISBN-13: 978-1909414945, Publisher : 3DTotol Publishing; 2nd Edition (February 25, 2020)	Library laptops for checkout, as available.
Equity Review:	Yes	
Distance Learning Addendum	DLA ART 025.pdf	ART025_DLA_FA25.pdf
Banner Title:	Digital Painting and Imaging	Digital Painting/Illustration
Proposal Type	Non-Substantial	Substantial
Curriculum Committee Approval Date:	01/27/2021	
Academic Senate Approval Date:	02/10/2021	
District Governing Board Approval Date:	03/08/2021	
Justification / Rationale:	This course is part of the options for the AA Art degree. This is part of the 5 year review and is including a Distance Learning Addendum. Updated description, added DLA, SAM code, course content, outcomes, textbook,	Updated for COS course catalog, description, title, updated equity review, materials fees and DLA.
Effective Term:		Fall 2027
Materials Fee:		50
Materials Fee Form (if applicable)		ART025_MaterialsFeesAndRationale_FA25.pdf

			Limitation on Enrollment Materials Fee Objectives Outcomes
	Equity Review Description:		This course will use inclusive teaching practices, ensuring content is accessible to students with diverse learning needs through alternative formats and assistive technologies. The curriculum will be flexible, accommodating varying levels of experience, and ensuring all students, regardless of background, have the opportunity to succeed. To reduce costs, open-source resources and texts will be utilized. The goal is to make industry-standard software available to all students, especially distance learning. An effort is being made to provide alternative licenses for Adobe Creative Cloud to facilitate reliable student access without relying on the AppStream and the students' home internet bandwidth speed.
	Reviewer Comments		
CHLD 134	Proposer:	Daniel Alvarado danielal@cos.edu	Vanessa Bailey vanessaba@cos.edu
	Co-Contributor:	Rebecca Griffith rebeccag@cos.edu	Laura Harris laurah@cos.edu

COS Course Topics:

1 | History of child abuse (Overview from Biblical Times, Indentured children, Child labor, Child Protective Laws)

2 | Legal Issues for Teachers (Mandated Reporting Law, Child Protective Services, Law Enforcement, Custody Issues)

3 | Causes of child abuse, including: Environmental, Cultural, Drug and Alcohol Abuse, Mental Health, Economic Loss and Gain, Parenting Skills/Education, Domestic Violence

4 | Child abuse prevention programs

5 | Community Resources, including: Health and Human Services, Women's Shelters, CASA (Court Appointed Special Advocate) Program, Rape Crisis, Foster Care, Counseling and Treatment Programs

6 | Effects of child abuse: Developmental Lags, School Failure, Social Failure, Violence, Mental Health

7 | Types and Categories of child abuse: Physical, Neglect (General and Severe), Emotional, Sexual

8 | Court System: Prosecutors and Family Court, Child Death Review Teams, Child Protective Services

1 | Foundations of Child Abuse & Neglect
\\nA. Historical context\\nB. Child protection laws\\nC. Prevalence and national statistics\\nD. Types of maltreatment: physical abuse, emotional/psychological abuse, sexual abuse, neglect (physical & supervisory), exploitation and trafficking\\nE. Definitions of child abuse and neglect

2 | Legal Framework & Mandated Reporting
\\nA. Federal law overview (Child Abuse Prevention and Treatment Act)\\nB. State child abuse reporting laws\\nC. Who is a mandated reporter\\nD. Legal definitions and reporting thresholds\\nE. Immunity and liability protections\\nF. Penalties for failure to report\\nG. Confidentiality requirements\\nH. Documentation standards

3 | Recognizing indicators of abuse and neglect: \\nA. Physical\\nB. Behavioral\\nC. Developmental red flags\\nD. Indicators specific to various age groups\\nE. Patterns vs. single incidents\\nF. Differentiating accidental injury from non-accidental trauma

4 | Trauma & brain development\\nA. Adverse Childhood Experiences (ACES)\\nB. Impact of trauma on brain development\\nC. Toxic stress and long term outcomes\\nD. Trauma informed practices in educational settings

5 | Reporting process: \\nA. When to report\\nB. How to report\\nC. What information is required\\nD. What happens after a report is made\\nE. Child Protective Services (CPS) investigation process\\nF. Collaboration with law enforcement

6 | Ethical & Professional Considerations: \\nA. Ethical dilemmas in reporting\\nB. Balancing relationships with families and legal obligations\\nC. Professional boundaries\\nD. Self care and secondary trauma

7 | Cultural, Social & Systemic Factors\\nA. Cultural considerations and bias\\nB. Poverty vs. neglect\\nC. Disproportionality in child welfare systems\\nD. Working with diverse families\\nE. Community resources and prevention sources

8 | Prevention & Protective Factors\\nA. Strengthening families framework\\nB. Protective factors approach\\nC. Role of early childhood professionals in prevention\\nD. Family engagement strategies

	COS Course Objectives:	1 Examine the historical overview of child abuse and neglect. 2 Prepare an individual advocacy plan for preventing child abuse and neglect. 3 Select community agencies that effectively impact child abuse prevention and treatment. 4 Conclude how individual cases of child abuse can affect the dynamics of day care, preschool, or school programs. 5 Research what effects abuse will have on childhood physical, emotional, cognitive, and social development. 6 Illustrate how domestic violence relates to child abuse. 7 Examine profiles of child abusers. 8 Formulate hypotheses regarding personal, societal, and cyclical causes of child abuse and neglect. 9 Compare and contrast diverse parenting practices in a variety of cultures. 10 Compile pertinent information required of a Mandated Reporter and other legal issues related to child abuse and neglect. 11 Recognize and appraise indicators of child abuse and neglect. 12 Classify types of child abuse and neglect.	1 Define and differentiate the major types of child maltreatment, including physical abuse, emotional abuse, sexual abuse, neglect, and exploitation. 2 Explain the historical development of child protection laws in the United States, including the purpose and impact of the Child Abuse Prevention and Treatment Act (CAPTA). 3 Identify federal and state mandated reporting requirements, including who qualifies as a mandated reporter and the legal obligations associated with that role. 4 Describe the legal protections, confidentiality standards, and potential penalties related to mandated reporting. 5 Recognize and analyze physical, behavioral, and developmental indicators of possible child abuse and neglect across age groups. 6 Differentiate between accidental injuries and indicators of non-accidental trauma using evidence-based criteria. 7 Demonstrate appropriate, trauma-informed responses to a child's disclosure of abuse, including the use of supportive language and avoidance of leading questions. 8 Explain the impact of trauma, toxic stress, and Adverse Childhood Experiences (ACEs) on brain development and long-term outcomes. 9 Outline the mandated reporting process, including documentation procedures and steps involved after a report is filed. 10 Apply ethical decision-making frameworks to complex reporting scenarios involving cultural considerations and professional boundaries. 11 Examine how systemic factors such as poverty, bias, and disproportionality influence child welfare involvement. 12 Identify protective factors and prevention strategies that strengthen families and reduce risk of maltreatment.
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	Course Outcomes:	1 Describe characteristics of abused/neglected children, including physical and behavioral indicators. 2 Analyze characteristics of abusive/neglectful adults. 3 Describe the role and responsibilities of early childhood educators in preventing, identifying and responding appropriately to child abuse.	1 Identify and evaluate physical, behavioral, and environmental indicators of child abuse and neglect and demonstrate trauma-informed, developmentally appropriate responses to suspected abuse or child disclosures. 2 Analyze and apply federal and state mandated reporting laws, including requirements established under the Child Abuse Prevention and Treatment Act (CAPTA), to determine when and how to file a legally and ethically sound child abuse report. 3 Examine the impact of trauma, systemic factors (including bias and disproportionality), and protective factors on children and families, and apply ethical decision-making to complex reporting and prevention scenarios.
	Equity Review:	Yes	
	Distance Learning Addendum	134.pdf	CHLD134.pdf
	Proposal Type	Non-Substantial	Substantial
	Curriculum Committee Approval Date:	02/24/2021	
	Academic Senate Approval Date:	03/10/2021	
	District Governing Board Approval Date:	04/12/2021	
	Justification / Rationale:	Regular outcomes cycle evaluation assessment period. Added homework, reading and writing examples. Updated student learning outcomes for course. Revised edition of textbook. Added DLA. Updated description, course content, outcomes, textbook	5 year review. Updated entire course for current research and content.
	Effective Term:		Fall 2027
			Description Objectives Outcomes Topics
	Equity Review Description:		This course has been updated to include more current information and research as it relates to child maltreatment. This includes a reflection and understanding of how systemic issues can contribute to child welfare involvement (poverty, bias, disproportionality) and protective factors that can strengthen families and support prevention of child abuse or child welfare involvement. Topics will allow students to explore information, material and choose scenarios that are relevant to their lives or backgrounds.
	Reviewer Comments		
CHLD 146	Proposer:	Daniel Alvarado danielal@cos.edu	Vanessa Bailey vanessaba@cos.edu
	Catalog Title	Curriculum and Strategies for Children with Special Needs	Curriculum and Strategies for Children with Disabilities or Delays

COS Course Description	Covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. It is required for the COS Special Education Certificate and it also fulfills part of the 6-units of specialization needed for a California Child Development Permit.	Covers curriculum and intervention strategies for working with children with disabilities or delays in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. It is required for the COS Special Education Certificate and it also fulfills part of the 6-units of specialization needed for a California Child Development Permit.
Advisory on Recommended Preparation:	CHLD 039 or equivalent college course with a minimum grade of C	
COS Course Topics:	1 Developmental screening and assessment tools, including: purpose, value and use of various tools, role of observation and assessment, referral and placements 2 Adaptations: curriculum and environments, including equipment and materials, routines and schedules, guidance and interactions, addressing challenging behaviors 3 Teacher's role, including: philosophical approach, ethics and professional behaviors, collaborating with family and early interventionists/specialists, diverse and cultural perspectives 4 Community resources and agencies 5 Advocacy and public policy 6 Collaboration with local public/private school systems 7 Parents rights and advocating for them 8 Least restrictive environments 9 Response to intervention 10 IDEA: IEP & IFSP Processes & the Teacher's Role	1 Laws, policies and procedures for early Intervention and special education a. Individuals with Disabilities Education Act (IDEA) \\\n. Individualized Family Service Plan (IFSP) \\\n. Individualized Education Program (IEP) \\\n. Free and Appropriate Education (FAPE) \\\n. Response to intervention \\\n. Representative & Respectful Language \\\n. People first language \\\n. Identity first language \\\n. Least restrictive environment \\\n. Working with local public/private school systems \\\n. Advocacy and public policy \\\n. Resources and agencies 2 Responsibilities of teachers \\\n. Recognition of personal beliefs and biases \\\n. Ethics and professional behaviors \\\n. Cultural responsiveness \\\n. Reflective practice \\\n. Collaboration with families and early intervention specialists \\\n. Participation on IFSP/IEP teams \\\n. Implementation of IFSP/IEPs 3 3. Adaptations, modifications and supports \\\n. Universal Design for Learning (UDL) \\\n. Environments \\\n. Equipment and materials, including assistive technology \\\n. Routines and schedules \\\n. Room arrangement \\\n. Curriculum \\\n. Based on interests and needs \\\n. Based on identified goals \\\n. Responses and interactions \\\n. Understanding the meaning of behaviors \\\n. Responding to behaviors that are challenging \\\n. Supporting individual goals \\\n. Guidance 4 Developmental Screening and Assessment Tools \\\n. Tools \\\n. Formal and informal \\\n. Standardized and teacher-developed \\\n. Formative and summative \\\n. Role of observation and assessment \\\n. Referral process and placements

	COS Course Objectives:	1 Explain current special education laws and their impact on early childhood practice 2 Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals 3 Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families 4 Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions 5 Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes and goals of young children and families 6 Design modifications and accommodations based on observation, evidence based practices, and legal requirements to support children's development	1 Identify current policies and procedures that govern early intervention and special education. 2 Describe the teacher's responsibilities relating to reflective practice, cultural responsiveness, confidentiality, and professional practices when working with children, families, colleagues, and interdisciplinary teams. 3 Identify learning opportunities in the child's natural environment to meet the individual needs and goals identified in the IFSP/IEP. 4 Design modifications and accommodations based on evidence-based practices, and legal requirements to support children's developmental needs. 5 Explain various formal and informal observation and assessment procedures used to guide identification and intervention strategies.
	Course Outcomes:	1 Give an overview of an adapted classroom model given a specific disability type, including symptoms and diagnosis, treatment options, and school appropriate interventions and teaching strategies. 2 Explain program, educational and professional policies and best practices, based on special education laws and evidence based practices. 3 Identify ways to advocate for effective partnerships with families, interdisciplinary team members and community resource specialists.	1 Provide an overview of an adapted classroom model given a specific disability type, including symptoms and diagnosis, treatment options, and school appropriate interventions and teaching strategies. 2 Explain program, educational and professional policies and best practices, based on special education laws and evidence based practices. 3 Identify ways to advocate for effective partnerships with families, interdisciplinary team members and community resource specialists.
	COS Textbooks or other support materials	BKS Instructional Methods Strategies and Technologies to Meet the Needs of All Learners (Lombardi) - 2021. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Instructional_Methods_Strategies_and_Technologies_(Lombardi) WEBOTH Local guest speakers, NAEYC research & publications	BKS Instructional Methods Strategies and Technologies to Meet the Needs of All Learners (Lombardi) - 2021. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Instructional_Methods_Strategies_and_Technologies_(Lombardi) BKS Adapting Early Childhood Curricula for Children with Disabilities and Special Needs, 10th edition Published by Pearson (September 18, 2020) © 2021 Ruth E. Cook Santa Clara University M Diane Klein Santa Clara University Deborah Chen California State University, Los Angeles
	Equity Review:	No	
	Distance Learning Addendum	DLA.pdf	CHLD146.pdf
	Banner Title:	Curr Strat Child Special Needs	Curr/Strat Child w/ Disability

	Curriculum Committee Approval Date:	04/07/2021	
	Academic Senate Approval Date:	04/14/2021	
	District Governing Board Approval Date:	05/10/2021	
	Justification / Rationale:	This course is being reactivated as part of a 19 unit special education certificate. Updated description, title, added prerequisite, course content, outcomes, textbook Removed ZTC degree attribute for the catalog level. Will only display in Class Search when the instructor indicates on the Textbook Cost Setup.	5 year review. Aligning course to state requirements. Updated title, description, course content, outcomes, textbook, equity review.
	Effective Term:		Fall 2027
			Assignments Methods of Evaluation Objectives Pre/Corequisites Textbooks / Other Support Materials
	Equity Review Description:		By design, this course looks at best practices and implementation of culturally and individually appropriate responses and instruction in early childhood special education programs. Methods of evaluation allow multiple ways and opportunities for students to submit their work, and student choice is incorporated. Assignments are varied. Textbook is OER and allows instructor to modify as needed in order to ensure relevance and practicality for an authentic learning experience for students.
	Reviewer Comments		
DRAM 021	Proposer:	Daniel Alvarado danielal@cos.edu	Christopher Mangels chrism@cos.edu
	Method of Instruction:	Activity Distance Education (Emergency Addendum)	Activity Distance Education (Emergency Addendum) Laboratory
	Activity Hours Minimum (week)	7	3
	Total Contact Hours Minimum (semester)	122.5	105
	Total Student Learning Minimum Hours (semester)	122.5	105

	Assignments:	READ The student will read the script and any accompanying documents that pertain to the production. WRT The student will write all character blocking, movement, business, motivation, concepts, and director's notes. HMWK The student will research various productions of the play by different producing organizations and read and evaluate criticisms on said productions.	READ The student will read the script and any accompanying documents that pertain to the production. WRT The student will write all character blocking, movement, business, motivation, concepts, and director's notes. HMWK The student will research various productions of the play by different producing organizations and read and evaluate criticisms on said productions. LAB Work in a group setting to explore and develop character, relationships, staging, and choreography. LAB Participate in table work (moderated discussion) exploring original context, playwright's intent, and production concept.
	COS Textbooks or other support materials	BKS Samsara (Acting Edition), by Lauren Yee. Samuel French, May 2016. 978-0573799976 BKS Peter and the Starcatcher (Acting Edition), by Rick Elice. Disney Editions; Reissue edition (October 14, 2014) 978-1423184348 WEBOTH Production Scripts that are commonly found on reading lists for similar courses at four year institutions	BKS Good Night, And Good Luck; George Clooney and Grant Heslov; 2024; Concord Theatricals; ISBN: 978-0573711909 ZTC The contemporary plays being produced change each year. Materials are rented from publisher and do not cost students any money. WEBOTH www.digitaltheatreplus.com, Online resource features pre-recorded theatrical productions, interviews, and essays examining works from the modern theatre. WEBOTH www.dramaonline.com, Online resource features pre-recorded theatrical productions, interviews, and essays examining works from the modern theatre. ZTC Technical Theatre Practicum - Version 1; Christopher R Boltz, College of the Canyons; 2021; Creative Commons License; Open Textbooks. https://mds.marshall.edu/oa-textbooks/752
	Equity Review:	Yes	
	Proposal Type	DE (Emergency Addendum)	Substantial
	Curriculum Committee Approval Date:	11/07/2019	
	Academic Senate Approval Date:	11/13/2019	
	District Governing Board Approval Date:	12/16/2019	
	Justification / Rationale:	Emergency Distance Learning Addendum approval only	This course is being submitted for its 5-year review. Updated hours to align with Standardized Attendance Accounting. Reduced units from 3 to 2 Updated course content. Equity Review.
	Effective Term:		Fall 2027

	Lab Hours Minimum (week)		3
			Assignments Other Textbooks / Other Support Materials Topics
	Equity Review Description:		Course explores contemporary theatre, utilizing elements of color-blind casting, gender-blind casting, and reimagining of older work through non-western or marginalized perspectives. Students are challenged to consider diversity in the theatre, interact with students from differing backgrounds, and consider their own cultural traditions in relation to its role in the the wider global theatre scene.
	Reviewer Comments		
WEXP 193AA	added		
WEXP 193FT	COS Course Description	This course is designed to give the student occupational learning opportunities and career awareness. This is accomplished through employment (paid or volunteer) providing learning related to the student's educational or occupational goal. The student's employer must agree to participate by assisting in developing measurable learning objectives, verifying hours worked, meeting with the designated college instructor and providing an evaluation of the student learning objectives. Students may earn a maximum of four units per semester. Students must work 75 hours for each unit of paid work experience credit. This is approximately five hours per week for each unit. If a student is performing non-paid volunteer work, one unit may be earned for each 60 hours of training. This is approximately four hours per week for each unit (hours and units are specified in Title 5 regulations).	This course provides students with supervised hands-on training experience—either paid or volunteer—within community settings across Tulare and Kings Counties. It is designed to bridge classroom instruction with real-world application by offering students meaningful occupational learning opportunities. Through these experiences, students develop practical skills, increase career awareness, and apply academic knowledge in professional environments. Students may earn up to 4 units per semester. A total of 52.5 work hours—paid or volunteer—is required per unit of credit. All hours and units are in compliance with Title 5 regulations. Enrollment in this course requires approval from the Work Experience Coordinator. Additionally, employers must agree to evaluate student performance throughout the semester.
	Other Degree Attributes	Work Experience	Degree Applicable Not a Basic Skills Course Work Experience
	Course Code	WEXP 193 X	WEXP 193FT
	Lab Hours Minimum (week)	4	3
	Lab Hours Maximum (week)	17	12

	Course Outcomes:	1 Given participation in a fire services agency or business, students will be able to function in the role of student intern/employee, completing tasks appropriate to role in setting. Evaluation of the degree of accomplishment will be made by site supervisor 2 Given participation in a fire services setting, students will be able to write specific learning objectives related to agency or business. The degree of accomplishment will be evaluated by site supervisor, using methods specific to site.A. Skill demonstr	1 Students will develop and execute a career plan within the First Responder and Fire Technology field, using provided information and professional guidance to establish a clear pathway toward individual career goals. This plan will reflect student performance and achievement of measurable, job-related behavioral learning objectives.\n\nStudents will demonstrate and apply workplace competency by performing assigned duties effectively in a supervised intern/employee role within a Fire Technology environment. 2 Given individualized instruction, students will demonstrate an understanding of career opportunities and employment outlook within the Fire Technology and First Responder fields. 3 Students will successfully execute job-related tasks directly associated with professional roles in firefighting and emergency medical services, demonstrating readiness for entry-level employment in the field.
	Course Number:	193 X	193FT
	Limitation on Enrollment:	Students must meet with the program coordinator or designee to register	Student must meet with the program coordinator or designee to register. Approval from the Fire Technology Director is required for placement within a fire service agency.
	allcodes	WEXP 193 X	WEXP 193FT
	Library Materials:	Yes	No
	Proposer:		Brittney Faulkner brittneyf@cos.edu
	Effective Term:		Fall 2027
	Discipline:		WEXP
	Catalog Title		Work Experience Fire Technology 1st Semester
	Method of Instruction:		Work Experience
	Total Contact Hours Minimum (semester)		52.5
	Total Contact Hours Maximum (semester)		210
	Total Student Learning Minimum Hours (semester)		52.5
	Total Student Learning Hours Maximum (semester)		210
	Do you want to override any hours fields?		No
	Weekly Hours Minimum		3
	Weekly Hours Maximum		12
	Semester Hours Minimum		52.5
	Semester Hours Maximum		210
	Do you want to override any Work Experience hours fields?		No
	Open Entry/Exit:		No
	Field Trips:		Not Required
	Basic Skills Status:		N - Not Applicable

	Funding Agency Category:	Not Applicable
	Program Status:	Program Applicable
	COS Methods of Evaluation:	Problem solving assignments or activities Skill demonstrations
	COS Course Topics:	1 Knowledge of state and federal laws related to employment. 2 Gain knowledge of the worksite by participating in activities designated by the employer and develop and complete objectives set by the student, supervisor, and COS Coordinator/Instructor. 3 Develop, discuss, and seek approval for a minimum of 3 Measurable Learning Objectives, A Cooperative Work Experience Agreement, A signed Code of Conduct, Monthly Time Cards, A current resume and cover letter, A list of interview questions, and a self-evaluation at the conclusion of the term. 4 Review and approval of the student's qualifications; analysis of proposed work-site station in relation to educational goals with the Work Experience Program Coordinator or instructor.

COS Course Objectives:

1 | The primary objective of the course is achieved through employment or volunteer placement aligned with the student's educational and occupational goals, particularly within the First Responder field. These experiences are intended to help students build the competencies, work habits, and professional skills necessary for successful employment.

2 | Through career guidance and structured learning experiences, students will develop a personalized career plan within the Fire Technology program. This plan will outline a clear pathway toward achieving individual career goals, based on performance and the successful completion of measurable, job-related learning objectives.\n

3 | Apply productive employee behaviors in a work-based setting, including punctuality, dependability, teamwork, professional communication, and adherence to workplace policies.

4 | Identify and successfully complete a minimum of three measurable learning objectives (MLOs), developed collaboratively by the student, site supervisor, and COS Coordinator Instructor.

5 | Engage in supervised work experience within a fire technology setting that offers structured, hands-on training opportunities aligned with individual student goals and the capabilities of the participating agency

6 | Participating employers play a critical role in the student's learning process. Employers must agree to assist in the development and observation of measurable learning objectives, verify hours worked, meet periodically with the college instructor, and complete a formal evaluation of the student's progress.

	Assignments:	READ Students will review site-specific training manuals and industry-relevant texts or articles related to the field of Fire Technology. They will be expected to identify key concepts and best practices within these materials and apply them appropriately in their roles as student interns/employees. This applied learning approach ensures that students bridge the gap between theoretical knowledge and real-world practice in the fire service profession. WRT Students will engage with site-specific materials and demonstrate the ability to identify and articulate, in a workplace-appropriate written format, key issues and concerns relevant to professionals in their chosen career field.\\n\\nAt the end of the semester, students will complete a comprehensive written self-evaluation. This evaluation will address the achievement of their three established Measurable Learning Objectives (MLOs), reflect on challenges or obstacles encountered during the field experience, and provide an overall assessment of the learning experience.\\n\\nAdditionally, students are required to complete professional development components, including a current resume, a cover letter, and a set of interview questions tailored to their targeted career path. HMWK Students will participate in supervised, on-site work experience aligned with their individual Measurable Learning Objectives (MLOs) and unit requirements. Throughout the internship/employment experience, students are expected to demonstrate proficiency in job-related skills through ongoing performance and evaluation. This includes maintaining accurate documentation of their assigned shifts. Timecards must be submitted monthly to the assigned WEXP instructor in accordance with course requirements.\\n\\nAdditionally, students are required to complete a Cooperative Work Experience Agreement, comply with the Code of Conduct, submit a current resume and cover letter, complete a set of interview questions, and provide a final self-evaluation. These requirements are designed to support professional development and ensure a comprehensive, career-focused learning experience.\\n OTH To ensure a structured and meaningful learning experience, students are required to complete and submit the following: a minimum of three measurable learning objectives, monthly timecards, a Cooperative Work Experience Agreement, a signed Code of Conduct, a current resume and cover letter, a list of interview questions, and a final self-evaluation. This comprehensive framework ensures students gain relevant, career-focused experience while receiving consistent support and guidance.
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	COS Textbooks or other support materials		BKS The Work Experience Packet is available through Canvas and the WEXP website.
	Transferable to CSU		Yes - Proposed
	This course will also be proposed for UC transfer.		No
	Transferable to UC		No
	Proposal Type		Substantial
			Description Objectives Outcomes
	Equity Review Description:		This Work Experience course is being reactivated in response to requests from local fire service agencies seeking post-academy training opportunities for Fire Technology students. This course will provide students with direct, supervised hands-on experience with local fire agencies throughout Tulare and Kings County, before entering the hiring process. This experience is intended to strengthen job readiness, enhance practical skill development, and increase student competitiveness, ultimately improving employment outcomes upon completion of the program.
	Justification / Rationale:		In accordance with updated Title 5 regulations, Work Experience courses must now award units consistent with the contact hour requirements established for all other courses.
	Reviewer Comments		
	Is Reactivate?		true