Community College *of* Philadelphia

MEETING MINUTES
Institution-Wide Committee
Monday, December 21, 2020
2:30 pm

ZOOM Meeting

I. Call to Order
The meeting was called to order at 2:35 p.m. by Sam Hirsch.

II. Attendance

Delegates
Federation: Karima Bouchenafa, Rainah Chambliss, Louise Jones
Administration: Carol de Fries, Judith Gay, Samuel Hirsch, Jacob Eapen
Students: Moria Lit, SGA President

Alternates
Federation: Jaquelyn Bryant, Sean Sauer (Voting)
Administration: Mary Anne Celenza, Bill Bromley, Leila Lawrence
Students: None

Guests
Pam Carter, Amy Birge, Elisabeth Dalianis, David Asencio, Linda Carr, Nicki Sarpolis, Jocelyn Lewis

III. Approval of Minutes of October 26, 2020
S. Hirsch asked if there were any changes to the minutes. J. Eapen indicated that he had not attended the May meeting and therefore had abstained from the meeting minutes approval for the May minutes. He requested a correction to the minutes to reflect that he did not vote on the May meeting minutes. No other corrections or comments were received. J. Eapen made a motion to approve the October 26, 2020 minutes, and J. Gay seconded the motion. All voted in favor of acceptance, with no objections or abstentions. The minutes of October 25, 2020 were approved.

IV. Old Business
Dr. Hirsch noted that Monique Hayes, who had previously been appointed as co-chair during the October meeting, has resigned from the committee. Given the presentation and faculty scheduling he deferred discussion of this matter to end of meeting.

Community College *of* Philadelphia

V. New Business

a. Public Health - New Program (Curriculum Committee)

M. Celenza, Dean introduced this timely program given the nature of the pandemic. Faculty members Linda Carr, Elizabeth Dalianis, and Jocelyn Lewis reviewed the proposed new public health program. They noted that there are very few community college level public health programs and that there is great excitement for starting this program at the College. The goal is for students to obtain credits to transition to bachelors or get an AA in public health. This program aligns with Allied Health students' interest in working to improve their communities around health-related issues. Faculty have started looking at the transfer potential and are working on an articulation agreement with Temple University with the expectation to have a transfer agreement in place shortly.

S. Hirsch noted this program review had already gone through the Curriculum Committee and was recommended that IWC move it forward with a favorable recommendation to Dr. Generals.

J. Gay asked if public health programs need accreditation. Faculty responded that most public health programs are at a master's or higher level, with only a few bachelors level programs, and even fewer at the community college level. This will be the first 2-year AA public health degree in the area. They looked closely at the CUNY/SUNY program in New York that is also an AA degree. There is a professional organization that accredits master's in public health programs, few bachelor's degree programs are accredited.

J. Gay also noted that the overview indicated that there would be no financial implications for the creation of the program and asked if it was anticipated if we had faculty on staff with the appropriate expertise or if we needed to hire new faculty. L. Carr indicated that both she and E. Dalianis have PhD's in public health and are qualified to teach the program at the College. If the program grows, as anticipated, more faculty would need to be hired. J. Gay noted that their qualifications should be noted in the program document.

Hearing no further discussion or questions, J. Eapen made a motion to recommend the program to Dr. Generals, and J. Gay seconded. All voted in favor of recommendation of this new program to Dr. Generals, with no objections or abstentions. S. Hirsch thanked the faculty for their work on

this and noted the Susan Snyder article in the Inquirer recently around the growth in medical school and other health program applications because of the pandemic.

b. **Technical Studies -Program Revision (Curriculum Committee)**
Dr. Carter noted this is a program revision that came recommended through the Curriculum Committee. The proposal is to revise the technical studies degree program to increase its accessibility and use. The Technical Studies program was already moved from Liberal Studies to the Business & Technology division; Staff and faculty looked at the program's design and the extent it was limiting access; the program had very few students taking advantage of it; the current version focused on those who have prior background in a technical area and translating that into credit and create an opportunity for individuals to go on and complete the program; in the current version students had to choose one of two concentrations – technology or business.

The Individual Studies Program is designed to expand upon the Technical Studies focus, broaden access and make it a program for people with substantial prior learning experience; it will not only feed into technical or vocational areas; P. Carter noted that this could facilitate greater non-credit to credit programming articulation with Workforce & Economic Innovation. The overall revisions are meant to: eliminate the requirement that students have a technical area for prior learning assessment (PLA); students will not have to have a concentration, but rather after the assessment is made of their prior learning experience, the student and program coordinator will help create a personal education plan for the remaining course of work aligned with the student's career goals. The individual studies program includes prior learning assessment, general education courses, and the personal education plan developed in conjunction with the student and by person managing the program. The program will be housed and managed by the Transportation Technologies Department with Rich Saxton as Chair, and who has also overseen the Technical Studies program.

J. Gay indicated an appendix was missing. P. Carter noted that this refers to the data found on Page 13 in the materials outlining that only 1 to 3 students take advantage of this option annually. J. Gay asked how we find the program, better promote the program and get more to take advantage of this option as it would not be apparent that you should go to the Transportation Technologies Department to obtain this degree. P. Carter

noted that currently most who take advantage of the program are individuals in unions with whom the College has a relationship with for credit their apprenticeship programs. The program will be housed in the Business Entrepreneurship and Law Pathway which should provide more exposure. P. Carter and S. Hirsch have indicated that they are working with S. Rooney on more focused marketing around PLA opportunities at the College; S. Hirsch noted there is a web page for PLA; C. de Fries noted that WEI advertises those programs that have articulation agreements and that one of the current grants proposed a pilot to support more individuals to take advantage of the Individual Studies program.

With no further discussion J. Gay made the motion to recommend the program, and C. de Fries seconded. All voted in favor of recommendation of the program revision from Technical Studies to Individual Studies to Dr. Generals, with no objections or abstentions.

c. **Revised Grade Appeal Process (Academic Support Committee)**
D. Asencio and N. Sarpolis presented this proposed revised grade appeal process. D. Asencio noted the new policy decreases the number of steps from the current program of 9 to 5 steps. The proposal has gone through a number of revisions to get to this final stage; D. Asencio noted that they did extensive research on similar appeals processes at 7 other peer institutions. They were responding to numerous complaints from faculty, students and staff that the current process was not fair, not impartial and not equitable. Members of the Committee agreed the current process is discouraging and does not give students due process in practice; the new process will create a committee before it gets to the Vice President level. N. Sarpolis noted that the new process was presented to the academic supports committee twice; it decreases from 9 steps to 5; in the event there is a grade change, the office of records and registration will make the changes to the student's official transcript and let the student know the outcome of the process. The revision has been worked on for 2 years and feedback from 2 different committees and committee membership has been included in the final revised policy.

J. Gay noted that the process has been very unfair to the student and noted that when she first came to CCP from Montgomery County Community College a long time ago. She noted that the new policy gives the final decision to the Vice President of Academic and Student Success, and that the Department Head and Chair do not have the ability to make a change; the process automatically moves forward in the chain of steps as long as the student continues to pursue and follow the process. D. Asencio noted

that the VP can follow the recommendation of the Committee, but they don't have to.

J. Gay asked if there was a previous negotiation with the Federation for the current agreement we were following and whether there was an additional component in this approval process that had to be achieved. S. Hirsch was not aware of one. J. Gay suggested that there may have been something from the Seventies that we have been using for the current policy and recommended we double check on this front. It was agreed that S. Hirsch would research this, but the Committee agreed we should proceed on a vote as to whether we wanted to recommend the new proposed appeals process. This would enable us not to delay implementation if it is found that no further steps are necessary.

With no further discussion J. Gay made the motion to recommend the revised appeals process, and J. Eapen seconded. All voted in favor of recommendation of the revised appeals process to Dr. Generals, with no objections or abstentions. S. Hirsch noted that he will come back to let us know and fill in on investigation of any further need for review of the process.

S. Hirsch requested expedited process for the two curriculum matters to support their implementation this Fall; J. Gay noted this requires submission of a rough draft of minutes to Dr. Generals with the program documents presented today. S. Hirsch asked if there were any concerns and if members of the Committee were on board with proceeding. All consented to the expedited review. S. Hirsch noted that the grade appeal will not go through the expedited process until he can report back on his research.

VI. Additional Business

R. Chambliss asked S. Hirsch to update the Committee on M. Hayes resignation. S. Hirsch asked if the Federation had identified her replacement or if the expectation was for one of the alternates to fill M. Hayes shoes. R. Chambliss recommended S. Sauer move from alternate to delegate. It was recommended that the Federation provide official notification of that change and after that, we can discuss if there are any recommendations for a co-chair for IWC to serve with S. Hirsch.

VII. Adjournment - The meeting was adjourned at 3:33 p.m.

I.   Call to Order

The meeting was called to order at 2:38 p.m. by Sam Hirsch.

II.   Attendance

Delegates
Federation: Karima Bouchenafa, Monique Hayes, Rainah Chambliss
Administration: Carol de Fries, Judith Gay, Samuel Hirsch, Jacob Eapen
Students: None

Alternates
Federation: Jaquelyn Bryant, Raquel Wheelings, Sean Sauer
Administration: Mary Anne Celenza (voted on minutes), Bill Bromley, Lisa Hutcherson, Leila Lawrence

Students: None

Guests: None

III.   Welcome
Meeting started with introductions as new members to the IWC were present. This is the first meeting of the 20-21 academic year. Dr. Generals requested that S. Hirsch convene the group. S. Hirsch noted that we will go through a selection process for officers for the Committee. S. Hirsch noted that we do not have student appointments yet. Student government elections were delayed because of COVID. Student elections are now completed and S. Hirsch is hopeful student appointments will be in place by our next meeting.

S. Hirsch provided an overview of the Institution Wide Committee (IWC) charge. IWC is a recommending body to the President of the College. Items usually considered by IWC include new policy or revision to a policy; new programs being considered by the College. These are the primary issues typically brought to IWC for consideration and recommendation. A recent example, the IWC considered the revision of General Education requirements at our last meeting in May, which was recommended by IWC to the President. A policy considered by IWC does not need to be only academic based and can address other issues. Materials are

sent one week ahead; typically for the meetings to run well it is requested that delegates and alternates review before the meeting and formulate their questions. IWC operates using Roberts Rules with motions being made, opportunity for discussion after each motion, a second being required and then a full vote for all in favor, any against, and any abstentions.

S. Hirsch provided an overview of the roles of the Officers for IWC. The Secretary takes meeting minutes, with the Secretary having a support person who can help with logistics of meetings, sending out agendas, asking chairs of the other standing committees to determine if they have any items for the agenda. J. Gay has served as Secretary and Natalie Price has provided the logistics assistance. The IWC Chair is responsible for running the meetings, maintaining agenda flow and that the meeting is run in accordance with Roberts rules, and that what is discussed at each meeting is adequately represented in the minutes; S. Hirsch has served as Chair and Co-Chair in the past. If no agenda items, we often decide to not have any meetings.

IV.   **Nominations**

Chair or co-chair nominations – J. Eapen nominated Dr. Sam Hirsch as IWC chair; R. Chambliss nominated Monique Hayes as chair. J. Gay makes a motion of co-chairs of M. Hayes and S. Hirsch. Both nominees agree to be co-chairs. C. de Fries seconded the motion. All delegates approved. No objections or abstentions.

Position of Secretary – Carol de Fries nominated by J. Eapen with J. Gay seconding the motion. All delegates approved, with J. Bryant voting in the affirmative as an alternate. No objections or abstentions.

V.   **Approval of Minutes of May 18, 2020**

Mary Anne Celenza made a motion to accept the minutes of May 18, 2020. R. Chambliss seconded the motion. No edits were noted. All voted in favor of acceptance, with no objections or abstentions. The minutes of May 18, 2020 were approved.

VI.   **Old Business –** None

VII.   **New Business –** None

VIII.   **Adjournment**

Sam Hirsch requested a motion for adjournment. C. de Fries made a motion to adjourn, J. Eapen seconded. All approved, no objections. Dr. Hirsch noted that the next meeting is scheduled Monday, November 23rd at 2:30 pm. The meeting was adjourned at 3:01 p.m.

COMMUNITY COLLEGE OF PHILADELPHIA **New Degree Program Proposal**	
Name of Degree Program	Public Health
Academic Pathway	Health Care Education and Human Services
Department	Allied Health
Faculty Developer(s)	Linda Carr and Elizabeth Dalianis
Facilitator	Cindy Giddle
Recommended Starting Semester	Fall 2021
Today's Date	December 10, 2020
Abstract	The Public Health program, a transfer program, helps students develop an understanding of the foundational concepts and methods of public health. The program introduces students to the unique purpose of public health -- a multidisciplinary approach focusing on macro-level structural factors that impact the health of groups of people and their communities. Public health focuses on vulnerable populations and uses a proactive, preventive, and group approach to address the health needs of communities (regions, countries, or even the world) that are experiencing health disparities.

I.   Alignment with the College Mission (http://ccp.edu/about-us/mission-and-goals)

The AA in Public Health will help students become informed about a population-based approach to health and the structural and systemic factors that impact health. Public health is rooted in community and understanding of others. Studying public health should build respect and understanding across cultures and takes into account historical and structural factors that create health and healthcare disparities. Public health also prepares students to advocate for issues they care about within their own community. Through education in public health, students will become more informed, concerned members of society and develop a complex and nuanced understanding of health. Public health is consistent with the College's mission of preparing students to be informed and concerned citizens who are active in the communities of Philadelphia.

## II.	Expected Program Participants

The Public Health program will attract students who are interested in pursuing careers in Allied Health and who also care about the structural and systemic factors that influence health at the macro level. Students who are passionate about health and advocating for their communities will be well-served by this program. While many students know that they would like to work in the healthcare field, they tend to pursue more traditional, well known careers because they are not aware of public health.

However, students enrolled in other Allied Health at the College often directly or indirectly express interest in becoming public health practitioners. Some students, when entering an Allied Health program, describe public health as their preferred field without knowing the name of the field they are describing. Currently, the Office of Institutional Research at the College does not collect data on student interest within Allied Health, but Allied Health staff with public health degrees are often contacted to provide an explanation of public health for interested students. There is much value in finding ways to document student interest in several important subfields of Allied Health, including public health. Though specific data is not available, Allied Health faculty know many students in the Health Care Studies program at the College who have transferred to four-year institutions majoring in public health.

In addition to Allied Health students, the Public Health program is likely to appeal to students in related fields, like sociology and communication, who are interested in applying their skills in these fields to the problems and issues of health care. Another potential group of students for the Public Health program is healthcare workers seeking professional development and career advancement. Increasingly, healthcare workers of all types return to school to gain formal education in public health to enhance their understanding of the underlying causes of health issues. While a career path on its own, a degree in public health enhances the practice of traditional healthcare professionals (Institute of Medicine, 2020). [1]

## III.	Opportunities and/or Problems that the Proposed Program Addresses

Philadelphia, as documented in several of the city websites, is currently grappling with a number of public health crises, including gun violence, the COVID-19 pandemic, high rates of opioid overdose, homelessness, and widespread health and healthcare disparities. According to the US Census Bureau (2018), Philadelphia has the highest poverty level among the 10 largest US cities. The poverty rate in Philadelphia has remained around 26% for the last decade, while the rate for the US is 12.3%.

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[1] Institute of Medicine (US) Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, & Medicine, A. (1970, January 01). Transforming Education. Retrieved October 14, 2020, from https://www.ncbi.nlm.nih.gov/books/NBK209885/

One of the current and most highlighted public health crises faced by the residents of Philadelphia is the COVID-19 pandemic. As of September 2020, the city has documented 39,691 confirmed cases, with 1,833 deaths (City of Philadelphia, 2020). While attempting to address this devastating crisis, the city is also impacted by violence. According to the Philadelphia Police Department, crime rates in many cities have dropped during the COVID-19 epidemic, but the city of Philadelphia experienced a 41% increase in homicides in 2020 compared to the previous year (Philadelphia Police, 2020). Another public health issue that is impacting Philadelphia residents is the opioid crisis. In 2018, the Philadelphia Department of Public Health reported 1,116 people died due to opioid related deaths with similar numbers of deaths in the year 2019 (PDPH, 2020). The opioid crisis has exacerbated homelessness in the city of Philadelphia, as it is considered a risk factor for homelessness. While data on homelessness is difficult to track, the city's Office of Homeless Services estimated that 8,347 people accessed emergency shelters in 2019 (City of Philadelphia Office of Homeless Services, 2019). In August of 2018, it was estimated there were, on average, 1,355 unsheltered individuals in Philadelphia during that month. These are public health issues that need immediate attention and having a workforce properly prepared and trained is crucial.

All of these crises have increased the need for public health professionals. Most immediately, the current COVID-19 pandemic has increased the need for health workers in essential positions ranging from Community Health workers, who disseminate information about the pandemic, to contact tracers who collect data to help contain the virus. Both of these positions require and benefit from workers familiar with the concepts and methods used in public health (Community and Human Resources, 2020). As many local organizations, including the Community College of Philadelphia, are avidly seeking people to conduct contact tracing for those impacted by COVID-19, employing workers with an understanding of public health is vital to ensure accurate data which is essential for successful containment. The Pennsylvania Department of Health has also listed positions for Public Health assistants and Community Health consultants, as well as internship positions, all entry-level positions usually requiring an associate's degree and training (Jobs, 2020). These positions will be a great fit for students with associate degrees in Public Health from Community College of Philadelphia, allowing them both to work and obtain the knowledge and experience necessary for a seamless transition into bachelor's and master's programs in public health.

Not only the COVID pandemic, but also all of the public health crises in Philadelphia have caused a need for public health practitioners to focus on the specific needs of city residents. One significant local employer, the University of Pennsylvania, recently created jobs directly linked to addressing public health needs in the city. Another local healthcare institution, the Children's Hospital of Philadelphia, has created a state-of-the-art research institute that requires more public health practitioners who are trained in research and other public health related duties. In addition, the Philadelphia Department of Public Health provides care to Philadelphia residents, and many of their positions now require employees with credentials in public health. There are also other hospitals, urgent care centers, and clinics hiring public health practitioners responsible for assessing and monitoring public health information. Many of these positions are entry-level requiring some training along with an associate's degree in public health. According to the Association of Schools of Public Health, the nationwide public health worker shortage is becoming a major health crisis. In 2020, it is estimated that there is a shortage of around 250,000

public health workers. Public health workers include health educators, epidemiologists, and health administrators. The Community College of Philadelphia AA program in Public Health will provide a much-needed option for students and may help address the shortage of trained and qualified Public Health workers in the Philadelphia area as well as around the world.

Currently, many public health programs begin at a Masters level and require students to take classes in nursing and other health fields as a pathway to public health, only to lose many credits in courses that do not prepare them for the methods used in public health. It is imperative that the College offer a pathway for students to develop the skills to improve, and advocate for, the health of their own communities. At this time, there are no other two-year institutions or colleges in the Philadelphia area with a public health program, forcing students to complete degrees in other health related fields before entering public health programs at four-year universities, such as Drexel, LaSalle, Temple, Gwynedd Mercy, and University of Pennsylvania, all of which have bachelors or masters level public health programs. By creating a public health program at the college, Community College of Philadelphia can satisfy the need for associate's level public health programs and serve as a leader and pathway for students to obtain a four-year degree in public health.

IV.   Program Structure and Coherence

The Public Health Program is multi-disciplinary and designed for transfer, with an emphasis on communication (oral and written) and sociology in the context of health and healthcare. The program begins with mostly general education courses in the first semester, along with PH 101 which introduces students to the study of disease prevention, health promotion, and identification of health disparities in marginalized populations due to social constructs. In addition to developing their writing and math skills in ENGL 101 and FNMT 118 or MATH 150, students take Sociology 101 in order to develop a theoretical understanding of group dynamics. They will also explore various positions in health care in AH 101.

In the second semester, students will continue their work in reading and writing skills and sociology, adding research skills in ENGL 102 and PH 102, where they will learn to complete critical thinking tasks and expand on the reading and writing skills that will help students understand how to process public health information while learning the scientific methods used in public health. In SOC 105, students will learn how to analyze health data related to diseases and learn about the health care delivery system in the United States. They will also learn human physiology in BIOL 109 and computing skills in CIS 103.

In the third semester, students will continue their studies in sociology while expanding on their communication skills. They will have the choice of taking SOC 231 or SOC 233, where they will examine the contemporary and historical origins of major social problems and conduct research on disparities faced by various racial and ethnic groups, such as women and other marginalized populations. In ENGL 115, students will focus on public speaking, a skill that is critical in public health. In PH 226, students will learn how to conduct quantitative, qualitative, and mixed methods research within the field of public health.

In the final semester, students will apply their research skills to contemporary public health issues (in PH 222, AH 224, and, ultimately, PH 226) and their communication skills in the context of public health (in AH 116 and ENGL 118). In AH 222, students will analyze various health care policies and discuss their impact. In AH 224, students will assess political, social, and economic issues as they relate to the United States health system with an in-depth analysis of disparities in the health care system, involving quality, coordination, and cost. In AH 116 and ENG 118, students will learn theories of communication and effective methods of communication used to interact with patients, coworkers, and other health care practitioners. In the capstone course of the program, PH 226, students will conduct more rigorous research and develop a basic understanding of epidemiology.

V.   Assessment Plan

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

Program Learning Outcome	How Assessed	Semester and Year Assessed
Examine the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development.	Exams Quizzes Presentations Stakeholder analysis Service learning activity	Fall 2021
Recognize surveillance and other research methods used to identify diseases and health problems in affected populations, i.e., communities, regions, countries and or the world.	Exams Quizzes Research project (quantitative, and qualitative) Presentations designed to assess current events in public health	Spring 2022
Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health.	Exams Quizzes	Fall 2021

Program Learning Outcome	How Assessed	Semester and Year Assessed
Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities in affected communities in the United States.	Exams Quizzes Research paper (quantitative, qualitative, and or mixed methods) Advocacy project Service learning activity	Fall 2022
Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally.	Quizzes Exams Advocacy project Service learning activity	Fall 2022

VI.   Effect on Other Programs and Courses

The public health program will enhance the already existing Allied Health offerings at the College. This program will help students identify their interest in public health early. There is anecdotal evidence to suggest that some students in the health care studies program subsequently transfer to study public health. Additionally, many people currently working in public health pursue undergraduate degrees in other health fields and do not study public health until the masters level, though public health BS programs are on the rise in recent years. This program will enable students to specialize in public health earlier in their education. Allied Health is a large department with many areas of specialty. There is never a shortage of interested students and every year, the select programs have to turn away students. Due to limited space in most health programs, there will be a negligible impact on existing allied health programs.

VII.   Proposed New Courses and Course Revisions

PH 101: Introduction to Public Health

Course Description: This course introduces students to the discipline of public health and its philosophies, approaches, and activities. The course reviews the core functions, essential services, and five disciplines of public health. Students learn about the science of disease prevention, health promotion, and the historical development of social constructs, which lead to health disparities in many communities. The course will teach students to identify and analyze disparities in large populations, specifically, Black, Hispanic, female, and other marginalized populations to assess and improve health outcomes.

Upon successful completion of the course, students will be able to
1. Distinguish among the major disciplines of public health.
2. Identify the essential public health services.

3. Examine and assess the impact of major historical events and developments in public health.
4. Analyze systemic factors (e.g. racism, the history of settler colonialism, sexism, classism) that impact health and health care access.

PH 102: Community Health Education and Promotion

Course Description: This course is designed to provide students with the basic processes and skills for understanding human behavior and the application of these processes to improve the health of communities. It is the next course after PH 101, as it provides an in-depth look at one of the disciplines of public health. Students will learn and practice public health methods such as health communication, health promotion, and other program planning methods used to educate and design efforts to prevent disease, injury and improve health and wellbeing. Health programming will focus on communities, instead of individual health. Students will read and analyze public health literature, exploring scholarly and scientific approaches to community health promotion and education.

Upon successful completion of the course, students will be able to:
1. Describe community-based health program planning and implementation including education and communication efforts.
2. Explain how programs are designed and implemented through existing social groupings like neighborhoods, churches, worksites, and schools.
3. Apply health behavior theories to the understanding and design of community-based programs.
4. Adopt cultural humility while assessing community needs and designing programs and educational materials.

PH 226: Foundations in Public Health Research

Course Description: This course provides students with the foundation in public health research, allowing students to engage with various research methods: quantitative, qualitative, and mixed methods. Students will be introduced to epidemiology and how research is conducted to determine health problems and issues in affected communities. This course will educate students on the influences of social constructs (building on concepts from pre-requisite Sociology classes and environments, assessing their direct link to health problems and diseases through evidence-based research used to understand and/or improve the health of populations. The direct link between various environments and their effects on specific social groups, race, ethnicity, and gender will be analyzed.

Upon successful completion of the course, students will be able to
1. Identify the differences between quantitative, qualitative and mixed methods research.
2. Explain how research is utilized in each discipline of public health.
3. Apply the basic terms in epidemiology and research methods.
4. Research disease tracking and surveillance.
5. Analyze historical examples of disease outbreaks.

Course Revision: PH 222 (was AH 222)

Course Description: In this course, students will learn what constitutes health policy and how it is developed and implemented by state, local, and federal governments. The course will focus on the major policy issues of access, quality and cost of health care. Students will analyze various health care policies and the impacts on identified stakeholders to learn how to influence policy and be an advocate as a health care professional. This course also reviews the basic components of the health care system and policy such as public and private insurance, hospitals, reform, innovation, and primary care. Disparities in health and health care access will also be addressed through study of structural factors that influence health and the health care system.

Upon successful completion of the course, students will be able to
1. Identify and describe the government institutions and processes that produce health care policy.
2. Identify important trends in health care policy and politics.
3. Apply knowledge of key issues in health care financing, insurance, delivery, organization, policy, administration, access and quality in the United States to administrative decision-making and policy development and advocacy.
4. Analyze and describe the policy development process.
5. Analyze structural and systemic factors (e.g., racism) that impact health care access, delivery and effectiveness and advocate for improvements.

VIII.   Fiscal Implications

We do not foresee any major fiscal implications in the development of the program.

IX.   Catalog Copy

Public Health

Description: Public health focuses on vulnerable populations and uses a proactive, preventive, and group approach to address the health needs of communities (regions, countries, or even the world) that are experiencing health disparities. Public health methods coordinate the work of individuals, organizations, as well as private, government, and public entities. These public health methods are unique from those of other health professions that focus on individuals.

Responding to public health crises is always a concern for large urban centers such as Philadelphia. These public health crises, such as the COVID-19 pandemic and the opioid crisis, affect other areas related to public health, such as the homicide rate and homelessness, and increase the need for public health professionals to focus on the specific needs of city residents.

The AA in Public Health is multi-disciplinary program designed for transfer, with an emphasis on communication (oral and written) and sociology in the context of health and health care. Students will develop a theoretical understanding of group dynamics, learn population-based approaches to health, and analyze the historical and structural factors that create health and

health care disparities and impact health. The AA in Public Health also prepares students to advocate for issues they care about within their own communities.

Student Learning Outcomes:

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

- Examine the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development.
- Recognize surveillance and other research methods used to identify diseases and health problems in affected populations, i.e., communities, regions, countries and or the world.
- Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health.
- Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities in affected communities in the United States.
- Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally.

Program Entry Requirements: Students are typically required to take the College's placement tests at their time of entry. Students identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as a part of the degree program.

Program of Study and Graduation Requirements: To qualify for the A.A. Degree in Public Health, students must complete a minimum of 62 credit hours as prescribed and attain a 2.0 cumulative grade point average and complete all course and credit requirements with no grade below a "C" in any course.

Course Sequence

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
FIRST SEMESTER			
PH 101 - Introduction to Public Health		3	
ENGL 101 - College Composition I		3	Writing/Research/ Info Lit 1
FNMT 118 - Intermediate Algebra or MATH 150 - Introductory Data Analysis*		3	Quantitative Reasoning
AH 101 - Introduction to the Health Care Professions		3	
SOC 101 - Introduction to Sociology		3	Cultural Analysis and Interpretation
SECOND SEMESTER			

ENGL 102 - The Research Paper	ENGL 101	3	Writing/Research/ Info Lit 2
CIS 103 - Computer Applications & Concepts		3	Technological Competency
BIOL 109 - Anatomy and Physiology I		4	Scientific Reasoning
PH 102 - Community Health Education and Promotion	PH 101	3	
SOC 105 - Health and Society		3	
THIRD SEMESTER			
MATH 251 - Statistics for Science	FNMT 118 with a grade of "C" or better or MATH 150 with a grade of "C" or better	3	
BIOL 110 - Anatomy and Physiology II	BIOL 109	4	
SOC 231 - Social Problems or SOC 233 - Race, Ethnicity and Social Inequalities	SOC 101 or ANTH 112	3	
ENGL 115 - Public Speaking	ENGL 101, which may be taken concurrently	3	Oral Communication/ Creative Expression
AH 204 - Medical Law and Ethics	ENGL 101	3	
FOURTH SEMESTER			
PH 222 - Health Care Policy and Administration	AH 204 with a grade of C or better	3	
AH 224 - Current Issues and Trends in Health Care	MATH 150 or MATH 251 with a grade of "C" or better	3	
AH 116 - Therapeutic Communication		3	
ENGL 118 - Intercultural Communication	ENGL 101, which may be taken concurrently	3	
PH 226 - Foundations in Public Health Research	PH 101, PH 102, SOC 231 or 233	3	

Minimum Credits Needed to Graduate: 62

*Students should consult an advisor or program faculty before choosing their Quantitative Reasoning course.

GENERAL EDUCATION REQUIREMENTS: All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the MyCCP portal, and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request for Course Substitution of Graduation Requirement** link. A more detailed explanation of the College's general education requirements is also available.

For More Information, Contact: The Division of Math, Science, and Health Careers, Room W1-1, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8430 or the College Information Center (215) 751-8010.

X. Courses and Completion Sequence

The following courses and sequence of courses is designed for the optimal success and completion of the Public Health degree/certificate. Any alterations should be discussed with your academic advisor.

Semester 1

Course Number and Name	Credits	Advisory Notes	Course Type
PH 101 - Introduction to Public Health	3 credits	Prereq for PH 102 and PH 226	Major Course
ENGL 101 - College Composition I	3 credits	Prereq for ENGL 102, must earn a C or better, ENGL 115, ENGL 118, and AH 204	Writing/Research/ Info Lit 1
FNMT 118 - Intermediate Algebra or MATH 150 - Introductory Data Analysis	3 credits	Prereq for MATH 251, must earn a C or better, and AH 224 Students should consult an advisor or program faculty before choosing their Quantitative Reasoning course.	Quantitative Reasoning
AH 101 - Introduction to the Health Care Professions	3 credits		First-Year Experience Course
SOC 101 - Introduction to Sociology	3 credits	Prereq for SOC 231	Cultural Analysis and Interpretation

Semester 2

Course Number and Name	Credits	Advisory Notes	Course Type
ENGL 102 - The Research Paper	3 credits		Writing/Research/ Info Lit 2
CIS 103 - Computer Applications & Concepts	3 credits		Technological Competency
BIOL 109 - Anatomy and Physiology I	4 credits	Prereq for BIOL 110	Scientific Reasoning
PH 102 - Community Health	3 credits	Prereq for PH 226	Major Course
SOC 105 - Health and Society	3 credits		Major Course

Semester 3

Course Number and Name	Credits	Advisory Notes	Course Type
MATH 251 - Statistics for Science	3	Prereq for AH 224	
BIOL 110 - Anatomy and Physiology II	4		
SOC 231 - Social Problems or SOC 233 - Race, Ethnicity and Social Inequalities	3	Prereq for PH 226	Advanced Sociology Course
ENGL 115 - Public Speaking	3	ENGL 101 may be taken concurrently with ENGL 115	Oral Communication/ Creative Expression
AH 204 - Medical Law and Ethics	3	Prereq for PH 222, with a grade of C or better	Major Course

Semester 4

Course Number and Name	Credits	Advisory Notes	Course Type
PH 222 - Health Care Policy and Administration	3		Major Course
AH 224 - Current Issues and Trends in Health Care	3		Major Course
AH 116 - Therapeutic Communication	3		Communication Course
ENGL 118 - Intercultural Communication	3	ENGL 101 may be taken concurrently with ENGL 118	Communication Course
PH 226 - Foundations PH Research	3	PH 101, PH 102, SOC 231 or 233	Major Course

GENERAL EDUCATION REQUIREMENTS: All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the MyCCP portal, and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request for Course Substitution of Graduation Requirement** link. A more detailed explanation of the College's general education requirements is also available.

XI.   Curriculum Map

Key: **I**—Introduced   **R**—Reinforced and opportunity to practice
         M—Mastery at exit level   **A**—Assessment evidence collected

Required Courses	Program Learning Outcomes				
	Demonstrate an understanding of the philosophy of public health in order to implement its core functions of assessment, communication, program planning, and policy development.	Understand surveillance and other research methods used to identify diseases and health problems in affected populations. i.e., communities, regions, countries and or the world.	Distinguish among the disciplines that comprise public health: epidemiology, biostatistics, policy development/health management, social and behavioral science, and environmental health	Analyze the structural and systemic factors (such as racism, classism, and sexism) that cause health care inequalities as it pertains to race, class, and gender disparities in the United States, etc. and its impact on affected communities.	Advocate for resources and communicate with various stakeholders in public health about public health initiatives within communities, nationally, and globally.
PH 101	I, A	I, A	I, A	I, A	I, A
PH 102	R, A	I	R, A	R, A	R, A
AH 116	R, A			R, A	R
AH 204			R, A	R, A	R
PH 222	R		R, M	R	R
AH 224	R			R	
PH 226	R, M	R, M	R, M	R, M	R, M

XII. Appendix / Data

Public Health Workforce Shortage

- https://mphdegree.usc.edu/blog/a-closer-look-at-the-public-health-workforce-crisis/
- https://slge.org/resources/the-impending-shortage-in-the-state-and-local-public-health-workforce
- https://www.census.gov/content/census/en/library/publications/2018/demo/p60-263.html
- https://www.healthpolicyfellows.org/pdfs/ConfrontingthePublicHealthWorkforceCrisisbyASPH.pdf
- https://www.phila.gov/programs/coronavirus-disease-2019-covid-19/
- https://www.who.int/mediacentre/news/releases/2013/health-workforce-shortage/en/

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Community College *of* Philadelphia

Proposed Draft of a Revised Grade Appeal Process

Purpose

In the interest of due process, the College provides an appeal process for a student who believes that a recorded final course grade does not accurately reflect his/her/their academic performance in a course. This policy is applicable to credit bearing offerings. Grades can be appealed in instances where a student believes that an inaccurate final grade has been issued such as arbitrary grade issuance, inconsistent grading practice, or mechanical error. The office of the Dean of Students shall officiate the process for grade appeals. For issues of academic dishonesty, please refer to the College's Student Code of Conduct.

1. Student Appeals Committee

The College has established and maintains the following Student Appeals Committee and appeals process.

   a.) The **Student Appeals Committee** shall be composed of a diverse pool of four students appointed by the recognized Student Government Association or such office or committee as represents the interest of all Community College of Philadelphia students; four faculty members shall be appointed by the Faculty and Staff Federation; and four administrators shall be appointed by the President of the College. A hearing committee will consist of one member from each of the representing groups listed above. The committee will receive training from the **Division of Academic and Student Success.**

   b.) In appointing representatives to the Appeals Committee, the three appointing bodies named above will consider College-wide balance. The intention is to have a Committee dedicated to the fair administration of the appeals process and able to grasp collectively a full range of academic and disciplinary appeals issues. Every attempt will be made to have the appropriate representation on each appeal committee to ensure equity.

c.) The three appointing bodies are encouraged to appoint alternates, as well as members, to the Appeals Committee and draw upon the pool of active alternates in appointing new members. Active alternates are those who have gained perspective and experience by attending hearings and meetings of the Committee.

d.) Terms of office for Student Appeals Committee members will be as follows: *members will serve four semester terms, staggered so that the term of one of the four delegated members will end each semester and, except in the case of reappointments (in the case of a vacancy), a new member will begin each term*.

2. **Appeals Advisors**

In order to assist students with the appeals process a team of advisors will be identified by a committee of academic and student deans. The **Appeals Advisors** will receive the appropriate training and guidelines for appeal petitions. In consultation with the Dean of Students, Appeals Advisors will be assigned to assist students with the appeals process. The names of available Appeal Advisors will be made available to the student once they request an appeal packet from the Office of the Dean of Students. It will be the work of an Appeals Advisor to assist the student, evaluate their case, guide the student in preparing their supporting materials, and act as a facilitator, but not as an advocate, during any hearings. The student may be accompanied to a hearing by a Student Appeals Advisor or another consultant of their choice. The Appeals Advisor or guest is not permitted to participate in appeals hearings.

Policy (82-A, Memorandum 4)

As the initiator of the process, the burden of proof is on the student to demonstrate the grade is inaccurate. It is incumbent upon the student, while attempting to resolve the issue, to strictly adhere to the established appeal procedure.

Procedure (82-A, Memorandum 4)

The following procedures must be completed within the published guidelines and timeframes or the appeal will not be reviewed (by the dean of students or the dean of the corresponding division). In order to support an effective resolution, the student should clearly outline how the appeal meets the aforementioned conditions of a grade appeal as well as the intended outcome being sought. Use of the **Grade Appeal Form** is required.

Instructions: The following process must be completed within the published guidelines and timeframe. Use of the **Grade Appeal Form** is required.

Step 1: Student and Instructor hold a preliminary meeting.

The student may initiate an appeal of a final course grade or instructor withdrawal no later than one (1) semester (not counting summer sessions) beyond the completion of the course for which a disputed grade was given. The student should complete the *Step One* section of the **Grade Appeal form** and send via **official College** email and must include an attachment(s) with supportive materials to the course faculty. Supportive materials should include course syllabus, copies of written exchanges and any other additional pertinent materials (graded documents, feedback, etc.). The faculty member must provide the student with the appropriate documents (or allow to review) for their case. The student-course faculty meeting must occur within **10 business* days** (or an agreed upon timeframe not to exceed 15 business days) of the initial email contact and can occur through a face-to-face, videoconference, or phone exchange.

Step 2: Student, Faculty and Department Chairperson

If unable to resolve the matter with the course faculty or if the course faculty **does not reply within 10 business* days, and no later than the 13th day** the student must forward the initial email submitted to the course faculty including attachments to the Department Chairperson who oversees the course discipline. The student will then schedule a meeting with the Department Chairperson as soon as possible or within an agreed upon time frame not to exceed **15 business days**. The chairperson will hear the student's complaint; investigate the claims and attempt to resolve the matter with the instructor. If unable to resolve the matter at the departmental level, the chairperson will forward the student's materials to include a rationale for the denial of the appeal to the Division Dean.

Step 3: Division Dean receives complaint

The Division Dean will schedule a meeting in an attempt to resolve the matter. The Division Dean will hear the complaint, will seek information from the instructor and department chair, and may arrange a conference with the all parties if necessary. The Division Dean will send a concluding letter to the student outlining their decision, with copies to concerned parties. This step must be completed within **fifteen (15) school weekdays**. If the appeal remains unresolved, the divisional dean will complete *Section Three* of the **Grade Appeal form** and email it along with the supportive materials from both the student and course faculty to the Dean of Students. **The Dean of Students will then appoint a chairperson of the Student Appeals Committee within 10 business* days of receiving the materials.**

Step 4: The Dean of Students will convene the Student Appeals Committee to hear the grade appeal.

a. Through the Office of the Dean of Students, grade appeal hearings **will be scheduled once a month** or as needed. An alternative date will be identified in instances of campus closure. If agreed upon by all parties, a meeting can be held via remote conferencing medium (such as GoToMeeting or Zoom). Adhering to the established schedule is critical to resolving appeals in a timely fashion.

b. The Committee will be comprised of a full-time faculty member, a student and an administrator taken from the trained pool from each representative body. The **chairperson** of the committee will be appointed by the committee membership.

c. **Five (5) business* days prior** to the meeting, the Dean of Students will electronically distribute to all involved parties the completed Grade Appeal Form including corresponding attachments including any submitted by both the faculty member and student for review prior to the hearing.

d. At the hearing, the student and course faculty will, at separate times, have an opportunity to further present their positions and address questions posed by Committee members. The student is permitted to bring one guest to the hearing that will serve in the capacity of supporter. The student may confer with the supporter but the guest may not speak. The department chair or their representative may attend the proceedings. All materials presented and discussion at the hearing and among the Committee is to be kept confidential as per **FERPA guidelines**. At the request of the chairperson, the student or

course faculty may be asked to provide additional supporting documentation or evidence during or after the hearing.

e. The Committee will have **2 business* days** from the conclusion of the hearing to discuss and make a written recommendation to the **Vice President of Academic and Student Success** for final disposition. The recommendation must include an **evidenced-based rationale** and be signed by voting Committee members. Electronic and hard copy documents produced in association with the appeal process must be turned over to the Chairperson.

f. The **Vice President of Academic and Student Success** will review evidence and take the Committee's recommendation under advisement. **Within 5 business* days** of receipt of the recommendation, the Vice President of Academic and Student Success will render to the student in writing, with copies to all parties involved in the hearing, the grade appeal decision, which is final.

Step 5: Final Decision

If the final decision results in changes to the student's academic record, the Office of the **Student Records and Registration** must be notified within **5 business* days**. Changes to the student's record should be made within **5 business* days** and official notification must be forwarded by **email, certified letter, and/or transcript** to the student's CCP email and mailing address.

A permanent record of the proceedings including a hard copy of the final written decision of the **Vice President of Academic and Student Success** is kept in a confidential file in the Office of Academic and Student Success.

*Business day *is defined as a day of College operation with classes in session excluding weekends. Based on extenuating circumstances, the timeline can be modified by the Dean of Students.*

COMMUNITY COLLEGE OF PHILADELPHIA

Degree Program Revision Template

Name of Degree Program	Individualized Studies (was Technical Studies)
Faculty Developer	Richard Saxton
Academic Pathway	Business, Entrepreneurship, and Law
Department	Transportation Technologies
Facilitator	Amy Birge-Caracappa
Recommended Starting Semester	Fall 2021
Today's Date	12/10/2020

I.   Description of and Rationale for Revision

In a typical degree program, students begin with introductory and general education courses and progress to more advanced and specialized courses. However, in this select program, students enter having mastered a specialized skill (e.g., certified aviation mechanic or contract management) and then develop a complementary set of skills through an individualized set of courses, as well as their "general education" skills, at the College.

To recognize students' mastery of a specialized skill, the current Technical Studies program provides 12-30 prior learning assessment (PLA) credits for students who have relevant training/certifications, work experience, non-credit to credit program articulations, and evidence of other demonstrated competencies that can apply toward an associate degree. In addition, students currently develop a Personal Education Plan (PEP) of 6-24 credits to complement their specialized skill in the areas of technology or business.

Students who have taken advantage of this opportunity primarily seek a degree that will help them move into a different career path. We have seen students from various labor unions, and we have created various articulations to simplify this path. The revision is necessary to provide an updated set of program learning outcomes and a more focused, individualized path.

The revision also broadens the scope of the degree beyond "technical" education, allowing potential students with prior learning (including training/certifications, work experience, non-credit to credit program articulations, and other demonstrated competencies) in non-technical areas to take advantage of the degree program and necessitating a change in the program's title. The technology and business concentrations in the Personal Education Plan (PEP) are eliminated, expanding the program's focus beyond technical fields and allowing students to apply substantive PLA credit in any field and choose courses that directly relate to their career or educational goals. In order to make sure the student takes a coherent and thoughtful series of courses, the student and department chair will develop a PEP that focuses on the student's anticipated career path, and the PEP will be approved by the department head within the student's first semester as an Individualized Studies major.

In addition, this revision updates the catalog page to reflect more current information about general education, which is revised effective Fall 2021. Changes to the course sequence to update the general education requirements allow for the addition of a general elective in the second semester, which provides greater flexibility for incoming students who may have already done coursework or allows students to add depth in their specialized skill area.

There are no changes to credits or other requirements.

II.   Program Learning Outcomes

The current program only has three PLOs, all of which address the skills that students learn in their general education courses. These PLOs have been updated to reflect the revised general education requirements that take effect Fall 2021. The addition of the fourth PLO covers the PLA credits as well as any courses included in the Personnel Education Plan.

Upon completion of this program graduates will be able to:
- Use oral, written, and non-verbal methods of communication to examine and discuss problems and issues.
- Analyze primary and secondary sources in different academic disciplines to discern and respect diverse perspectives and experiences.
- Use critical thinking to solve problems within and across disciplines.
- Demonstrate proficiency in a Technical/Occupational Core.

The new PLO provides a more coherent set of program learning outcomes. Students will demonstrate the outcome by providing documentation of a specific concentration area that they completed before entering the program. This experience will have to be documented and evaluated by the department head to provide PLA credits.

The evaluation process will begin with the student providing their PLA documents, certificates, industry certifications, documented training hours – courses, licenses, etc. Once the PLA has been completed, the student will meet with the department head to create their PEP. Currently, this is where many students have trouble understanding the various parts of the program. When approved, this revised PEP will give them a specific direction and will be preapproved for graduation, provided the student doesn't make any changes without amending the plan through the department head. We hope to design a dynamic form to help with the process of tracking their path. This is similar to a design that was recently completed for the Business Leadership program which a new dynamic form that the student as well as the College can use to track progress to graduation.

III.   Supporting Data

Available enrollment data from Spring 2018 to Fall 2020 indicates persistent low enrollment in the program. Please see the Appendix for more information.

IV.   Effect on Other Programs

This program revision will have no effect on other programs.

V.   Space or Technology Requirements

There are no space or technology requirements.

VI.   Current/Proposed Catalog Page

Technical Studies (current)

The Technical Studies program recognizes valuable training and/or work experience by giving students in technical fields the opportunity to receive college credits for their experiences and to apply that experience and knowledge to an associate's degree. It assists individuals in their preparation for career advancement or change. The student will develop an personal education plan directly related to career or educational goals.

This select program has four components:

1. Prior learning assessment:12-30 credits in the Technical/Occupational core from industry certifications and other demonstrated competencies
2. 21 credits of General Education
3. 3 credits in communication
4. 6-24 credits taken as part of a Personal Education Plan that has either a technical or a business-related focus

Student Learning Outcomes:

Upon completion of this program, graduates will:

- Demonstrate competence in oral and written communication.
- Demonstrate an understanding of cultural diversity
- Demonstrate the ability to think critically in many disciplines

Program Entry Requirements: This is a select program. Prospective students must attend a program orientation prior to admission. All students need to take the College's placement tests at their time of entry into the College. Students who are identified as needing developmental coursework must satisfactorily complete the appropriate English and mathematics courses as part of the program. Students are accepted into the program upon assessment of their prior learning and the application of credits to the Technical Core.

Program of Study and Graduation Requirements: A minimum of 60 credits and a grade point average of 2.0 are required for graduation with an Associate in Applied Science (A.A.S.) degree in Technical Studies.

Technical Studies Course Sequence

The sequence shown below is for illustration purposes. The length of time it takes for a student to complete the Program will vary depending on many factors including how many credits he or she transfers into the Program.

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
Technical/Occupational Core Students submit industry certifications and/or other documentation for consideration for prior learning assessment.		12-30	
First Semester			
ENGL 101 - English Composition I		3	ENGL 101
MATH 118 - Intermediate Algebra (or higher)		3	Mathematics
CIS 103 - Applied Computer Technology		3	Tech Comp
Science Elective		¾	Natural Science
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	ENGL 102, Info Lit
Communications Elective (choose one) ENGL 115 - Public Speaking or ENGL 116 - Interpersonal Communication or ENGL 117 - Group and Team Communication or ENGL 118 - Intercultural Communication	For ENGL 115 and 117: ENGL 101, which may be taken concurrently For ENGL 116: ENGL 101 or ENGL 114 For ENGL 118: No prerequisite	3	
Humanities Elective		3	Humanities
Social Science Elective		3	Social Sciences
Third and Fourth Semesters			
Personal Education Plan (PEP) In order to ensure that the PEP has a unifying focus and relates to the		6-24	

Technical/Occupational Core, students should select individual courses within one of the two concentrations listed below.
 	
Technology Concentration: This concentration is appropriate for students who wish to enhance their technological skills in order to advance within their chosen profession.
 	
    Applied Science and Engineering Technology (ASET)
    Architecture, Design and Construction (ADC)
    Automotive Technology (AT—excluding AT 289: Internship)
    Computer Information Systems (CIS)
    Computer Science (CSCI)
    Geographic Information Systems (GIS)
    Process Technology (PTEC)
 	
Business Concentration: This concentration is appropriate for students who have a solid foundation in business-related fields and are looking to increase their business knowledge and skills in order to advance in their chosen field or to open their own business.
 	
    Accounting (ACCT)
    Computer Information Systems (CIS)
    Economics (ECON)
    Entrepreneurship (ENTR)
    Finance (FIN)
    Management (MNGT)
    Marketing (MKTG)
    Real Estate (RE)			

Minimum Credits Needed to Graduate: 60

General Education Requirements All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the

Interpretive Studies requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive**, one course that is designated **Interpretive Studies** and one course that is designated **American Global Diversity**. The same course may be used to fulfill all three requirements. View the courses that fulfill all degree requirements and receive a more detailed explanation of the College's general education requirements to help in your selection.

For More Information Contact:
The Division of Liberal Studies, Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8450; or the College Information Center (215) 751-8010.

For More Information Contact: The Division of Liberal Studies, Room BR-21, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8450; or the College Information Center (215) 751-8010.

Individualized Studies (proposed)

The Individualized Studies program recognizes valuable training and/or work experience by giving students the opportunity to receive college credits for their experiences and to apply that experience and knowledge to an associate degree. It assists individuals in their preparation for career advancement or change. In the first semester, the student will develop a Personal Education Plan (PEP) directly related to career or educational goals. The PEP requires the approval of the department head.

This select program has three components:

1. Prior learning assessment:12-30 credits in the Technical/Occupational core from industry certifications, work experience, non-credit to credit program articulations, and evidence of other demonstrated competencies
2. 21 credits of General Education
3. 6-24 credits taken as part of a Personal Education Plan

Student Learning Outcomes:

Upon completion of this program, graduates will:
- Use oral, written, and non-verbal methods of communication to examine and discuss problems and issues.
- Analyze primary and secondary sources in different academic disciplines to discern and respect diverse perspectives and experiences.
- Use critical thinking to solve problems within and across disciplines.
- Demonstrate proficiency in a Technical/Occupational Core.

Program Entry Requirements: This is a select program. Prospective students must attend a program orientation prior to admission. All students need to take the College's placement tests at their time of entry into the College. Students who are identified as needing developmental coursework must satisfactorily complete the appropriate English and mathematics courses as part of the program. Students are accepted into the program upon assessment of their prior learning and the application of credits to the Technical/Occupational Core.

Program of Study and Graduation Requirements: A minimum of 60 credits and a grade point average of 2.0 are required for graduation with an Associate in Applied Science (A.A.S.) degree in Individualized Studies.

Course Sequence

The sequence shown below is for illustration purposes. The length of time it takes for a student to complete the Program will vary depending on many factors, including how many credits the student transfers into the Program.

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
Technical/Occupational Core Students submit industry certifications, work experience, non-credit to credit program articulations, and evidence of other demonstrated competencies for consideration for prior learning assessment.		12-30	
First Semester			
ENGL 101 - English Composition I		3	Writing, Research, and Info Lit 1
FNMT 118 - Intermediate Algebra (or higher)		3	Quantitative Reasoning
CIS 103 - Computer Applications & Concepts		3	Technological Competency
Scientific Reasoning Elective		3 or 4	Scientific Reasoning
Second Semester			
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3	Writing, Research, and Info Lit 2
Oral Communication Elective (choose one) ENGL 115 - Public Speaking ENGL 116 - Interpersonal Communication ENGL 117 - Group and Team Communication ENGL 118 - Intercultural Communication	ENGL 101, which may be taken concurrently	3	Oral Communication/ Creative Expression.
HIST 101 - United States History: Colonial America through the Revolutionary Period or HIST 102 - United States History: The 19th Century or HIST 103 - United States History: The 19th Century or SOC 101- Introduction to Sociology or		3	Cultural Analysis & Interpretation

any Cultural Analysis & Interpretation Elective			
General Elective		3 or 4 credits	
Third and Fourth Semesters			
Personal Education Plan (PEP) To make sure the student takes a coherent and thoughtful series of courses, the student and department chair will develop the Personal Education Plan, which focuses on the student's anticipated career path. The PEP will be approved by the department head within the student's first semester.		6-24	
Minimum Credits Needed to Graduate: 60			

General Education Requirements: All general education requirements necessary for graduation are met through the courses in the program as indicated above. Students who wish to take courses that differ from the general education courses indicated above must complete a course substitution request form. To access the form, login to the MyCCP portal, and in the **Student** tab, under **Electronic Forms**, click on the **Records and Registration Forms** link, then choose **Request For Course Substitution Of Graduation Requirement** link. A more detailed explanation of the College's general education requirements is also available.

For More Information, Contact: The Division of Business and Technology, Room B2-22, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8785; or the College Information Center (215) 751-8010.

VII.   Courses and Completion Sequence

Note: There is currently no Courses and Completion Sequence for Technical Studies; therefore, this revision includes only the proposed Courses and Completion Sequence.

Courses and Completion Sequence (proposed)

The following courses and sequence of courses is designed for the optimal success and completion of the Individualized Studies degree/certificate. Any alterations should be discussed with your academic advisor.

Semester 1

Course Number and Name	Credits	Advisory Notes
Technical/Occupational Core	12-30	Students submit industry certifications, work experience, non-credit to credit program articulations, and evidence of other demonstrated competencies for consideration for prior learning assessment. In the first semester, students should also consult with the department chair to develop the Personal Education Plan for semesters 3 and 4)
ENGL 101 - English Composition I	3	Writing, Research, and Info Lit 1 ENGL 101 is the prerequisite for the Oral Communication course, but it may be taken at the same time.
FNMT 118 - Intermediate Algebra (or higher)	3	Quantitative Reasoning
CIS 103 - Computer Applications & Concepts.	3	Technological Competency
Scientific Reasoning Elective	3 or 4	Scientific Reasoning

Semester 2

Course Number and Name	Credits	Advisory Notes
ENGL 102 - The Research Paper	3	Writing, Research, and Info Lit 2
Oral Communication Elective (choose one)	3	Oral Communication/Creative Expression

Course Number and Name	Credits	Advisory Notes
ENGL 115 - Public Speaking ENGL 116 - Interpersonal Communication ENGL 117 - Group and Team Communication ENGL 118 - Intercultural Communication		Students may take ENGL 101 at the same time.
HIST 101 - United States History: Colonial America through the Revolutionary Period or HIST 102 - United States History: The 19th Century or HIST 103 - United States History: The 19th Century or SOC 101- Introduction to Sociology or Any Cultural Analysis & Interpretation Elective	3	Cultural Analysis & Interpretation
General Elective	3 or 4	

Semesters 3 and 4

Course Number and Name	Credits	Advisory Notes
Personal Education Plan (PEP)	6-24	To make sure the student takes a coherent and thoughtful series of courses, the student and department chair will develop the Personal Education Plan, which focuses on the student's anticipated career path. The PEP will be approved by the department head within the student's first semester.

VIII. Current/Proposed Curriculum Map

Technical Studies Curriculum Map (current)

Key: **I** = Introduced   **R** = Reinforced and opportunity to practice
       M = Mastery at exit level   **A** = Assessment evidence collected

Student Learning Outcomes	Demonstrate competence in oral and written communication	Demonstrate an understanding of cultural diversity	Demonstrate the ability to think critically in many disciplines
Technical and Occupational Core			
ENGL 101	I		I
ENGL 102	R, A		R
Social Science Elective		I	I
Humanities Elective		I, R	I
Natural Science Elective			I
Communications Requirement	R, A		
Courses in the Personal Educational Plan			

Individualized Studies Curriculum Map (<mark>proposed</mark>)

Key: **I** = Introduced   **R** = Reinforced and opportunity to practice
       M = Mastery at exit level   **A** = Assessment evidence collected

	Program Learning Outcomes			
Required Courses	Use oral, written, and non-verbal methods of communication to examine and discuss problems and issues.	Analyze primary and secondary sources in different academic disciplines to discern and respect diverse perspectives and experiences.	Use critical thinking to solve problems within and across disciplines	Demonstrate proficiency in a Technical/Occupational Core.
Technical and Occupational Core				I, R, A
ENGL 101	I		I	

Required Courses	Program Learning Outcomes			
	Use oral, written, and non-verbal methods of communication to examine and discuss problems and issues.	Analyze primary and secondary sources in different academic disciplines to discern and respect diverse perspectives and experiences.	Use critical thinking to solve problems within and across disciplines	Demonstrate proficiency in a Technical/Occupational Core.
ENGL 102	R, A		R	
HIST 101 HIST 102 HIST 103 SOC 101 or Cultural Analysis & Interpretation Elective		I	I	
Scientific Reasoning Elective			I	
Oral Communication Course	R, A			
Courses in the Personal Educational Plan				R

IX.   Appendix

This table shows distinct numbers of students in the Technical Studies program as their primary major, by term. These were also students actively enrolled in courses.

Technical Studies Enrollment 2018-2020	
Semester and Year	Enrollment
Spring 2018	2
Summer 2018	2
Fall 2018	3
Spring 2019	2
Summer 2019	2
Fall 2019	3
Spring 2020	1
Fall 2020	1