

Substantive Change Proposal

Relocation of the Automotive Technology Training Program

**College of the Canyons
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A. Description of and Justification for the Proposed Change

College of the Canyons has been transitioning the Automotive Technology Program from its former instructional site at Saugus High School in the William S. Hart High School District to its new campus in Canyon Country. The program now has vastly improved facilities in an Advanced Technology Center at the College's Canyon Country location, providing students with an expanded program, including access to additional hydraulic lifts, new automotive technology and tools, and equipment necessary to train students in various facets of automotive engine and systems repair. This proposal is intended to officially transfer the program's accreditation status from an off-site location to an on-campus program.

B. Program Description

The Automotive Technology program is a comprehensive, two-year program designed to prepare students with the industry defined entry-level skills needed for an automotive technician position in a variety of settings, including dealerships, independent automotive repair facilities or city/county agencies. Students may opt to complete an associate in science degree or a certificate of achievement in Automotive Technology. In following the recommended sequence of course work students will be provided with a well-rounded curriculum that includes automotive engines, basic and advanced automotive electrical systems, automotive brakes and suspension, heating and cooling, and automatic and manual transmissions.

Upon completion of the course work required for the certificate or major, students will have achieved competencies in the areas of brakes, suspension, electrical components and wiring, transmissions, engine diagnosis and drivability. While many automobile dealerships require technicians to acquire manufacturer specialty training, the basic skills and knowledge needed to enter specialty training will be obtained in the Automotive Technician program at College of the Canyons.

The curriculum provides a balance between in-depth classroom instruction in theory and hands-on laboratory instruction/experience, thus providing students with the opportunity to develop their skills. The program prepares students for employment as: General Automotive Technician, Brake Technician, Front-End Technician, and Transmission Technician.

C. Mission and Rationale

Currently there is an unprecedented need for trained automotive technicians. The need continues to grow as the automotive industry changes and retools to meet demands from consumers and the

economy. This need is aligned with the College’s institutional mission to provide workforce-skills development.

College of the Canyons - Mission Statement:

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Labor Market Data:

The Labor Market Data for this occupation is listed under SOC code 49-3023 Automotive Service Technicians and Mechanics. Current information available through ONET On-line (Occupational Information Network) lists Automotive Service Technicians and Mechanics as a “bright outlook” job, and projects a 20% growth in jobs in California from 2010-2020.

Data from the U.S. Bureau of Labor Statistics states “job opportunities in this occupation are expected to be very good for persons who complete automotive training programs in high school, vocational and technical schools, or community colleges as employers report difficulty in finding workers with the right skills.” The average initial salary for automotive technicians in California is estimated to be approximately \$19.84 per hour (O*Net, 2012).

D. Catalog Information and Program Requirements

This program offers the Associate in Science Degree and Certificate of Achievement (Appendix A) for Automotive Technology.

Student Learning Outcome:

Students will be able to demonstrate proficiency in the core skills and knowledge (Appendix B) required for employment in the automotive industry.

Program Requirements (Appendix C):

Units Required: 42

AUTO-094 Automotive Heating and Air Conditioning	3.0
AUTO-101 Automotive Engine Fundamentals	4.0

AUTO-102 Engine Performance I	4.0
AUTO-103 Automotive Electrical Systems	5.0
AUTO-104 Steering, Suspension and Alignment	3.0
AUTO-105 Automatic Transmissions	5.0
AUTO-106 Manual Transmissions, Transaxles and Drive trains	5.0
AUTO-107 Advanced Electrical Systems	4.0
AUTO-108 Engine Performance II	4.0
AUTO-109 Automotive Brake Systems	4.0

Plus a minimum one unit from the following:

CWE-188AUTO Cooperative Work Experience Education	1.0–4.0
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E. Program Eligibility and Accreditation Overview

The Automotive Technology program eligibility and admission requirements adhere to general college guidelines and policies as defined in the college catalog. The program is also accredited by NATEF.

F. Facilities

The Automotive Technology program was offered on site at the William S. Hart Union High School District, Saugus High School, beginning in 2007 in conjunction with the District’s Regional Occupational Program in existing automotive facilities at the high school. The Saugus site had a classroom and two auto bays, with the ability to expand to four bays.

In summer 2011, the Automotive Technology program began relocation from the Saugus High School site to its new site at College’s Canyon Country Campus.

The Canyon Country Campus opened in 2007 at a site approximately 10 miles east of the Valencia Campus. Located on a 70-acre site along Sierra Highway about 1.7 miles north of Soledad Canyon Road, the Canyon Country Campus sits on rolling hills in eastern Santa Clarita. The campus contains 32 classrooms housed in modular buildings as well as a permanent Applied Technology Center building consisting of three lab/classrooms. These modular buildings house 29 “smart” general classrooms, 15 labs, a library, a tutoring center, a study lounge, a childhood

education center, and a student study lounge, along with support services including counseling, admissions, a student health center, a testing center, and food services among others.

The Automotive Technology program's relocation to the Applied Technology Education Center allows the program to meet the instructional technology needs specific to the career technical education courses assigned to that campus space. This 15,000-square-foot facility was completed in August 2011. Space dedicated to the Automotive Technology program includes a classroom that seats 25 students, an office for the full-time faculty person, and an office for adjunct faculty members to share. The Automotive Technology lab is approximately 5000 sq. ft. and it is adjacent to the classroom. There are five in-ground hoists and a 4-post hoist front end alignment machine in the lab, as well as a locked cage for storage of tool carts and hand tools.

Large equipment includes:

Tire machine

2 tire balancers

50 ton press

Solvent tank parts washer

Portable solvent brake washer

Sand blast cabinet

Brake lathe

2 drill presses

Lathe

Floor crane

Transmission jack

Transmission fluid replacement machine

Power steering fluid replacement machine

CT2 coolant replacement machine

DTAC plus battery analysis/charger

The lab has a mezzanine above the tool cage, used to store supplies. A forklift to place supplies on the mezzanine is shared with two other programs. The Automotive Technology program also utilizes two storage containers, placed outside the lab.

G: Evidence that Each Eligibility Requirement Will Be Fulfilled

1. Authority

The College has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is noted on the page immediately following the title page of the College of the Canyons Catalog (Appendix F).

2. Mission

As an innovative institution of excellence, the College offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, the College embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

The Automotive Technology program and its offerings have been noted in the 2012-2018 Educational and Facilities Master Plan (Appendix G).

3. Governing Board

A five-member Board of Trustees governs the Santa Clarita Community College District and is responsible for the quality, integrity, and financial stability of the institution. The Trustees are elected to the Board for four-year terms. The terms of the Trustees are staggered to provide continuity. The student body elects a Student Trustee who votes on College business (except for closed session issues) in an advisory capacity. The Board holds monthly meetings open to the public with notices and agendas widely posted in advance. The Board dedicates a minimum two meetings each year to workshops related to the college's budget development process and fiscal status.

The Trustees also adhere to a conflict of interest policy (Appendix H). The intent of this policy is to ensure that, if there is a conflict of interest, the interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

The Board selects and appoints the chief executive officer (CEO) of the College. Dr. Dianne G. Van Hook, Chancellor of the Santa Clarita Community College District and President/Superintendent of College of the Canyons, is the CEO, whose primary responsibility is to direct the operations of the District and lead the College. Dr. Van Hook has led the district as its CEO for over 25 years.

5. Administrative Capacity

The institution has sufficient administrative staff whose experience and qualifications provide the support necessary for the College to carry out its mission and purpose (Appendix J). The senior staff is very stable with minimal turnover. The Chancellor-President has led the College for more than 25 years, the longest of any currently sitting California community college CEO. The Executive Cabinet members, whose average tenure is 10 years, annually provide the Chancellor with staffing plans that evaluate and assess the need for change.

6. Operational Status

Students are enrolled in a variety of courses that lead to 69 two-year degrees, and 70 certificates of achievement and specialization (Appendix F). Courses and programs prepare students to transfer to public or private four-year colleges and universities, or for employment in career technical education fields, and to participate in internships and upgrade skills related to employment.

7. Degrees

The majority of the College's course offerings and programs lead to degrees, as described in the College's catalog (Appendix F). As of fall 2012, 71 percent of students were enrolled in transferable courses and 86 percent were enrolled in credit-bearing classes. Degree opportunities and transfer courses are clearly identified in the College catalog. The Automotive Technology program offers both an Associate of Science degree and a Certificate of Achievement.

8. Educational Programs

The College's educational programs are consistent with its Mission Statement, based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and certificates offered. Basic skills programs in reading, writing and math help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The College has 57 departments that offer courses and programs serving Career and Technical Education as well as transfer-oriented students. These departments offer 71 associate degrees, 37 certificates of achievement, and 4 noncredit Competency certificates. In 2012-13, the College awarded 847 associate degrees, 549 certificates of achievement, and 228 certificates of specialization. Associate in Arts and Associate in Science degrees generally

require 60 semester units, including 21 units of general education. Certificates of achievement require a minimum of 30 units. Certificates of specialization require fewer than 18 units of course work.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5 of the California Code of Regulations (Appendix D). Automotive Technology program courses are all lecture/lab courses, and all 3, 4, or 5 units. All are approved by both the local curriculum committee and by the state chancellor's office.

10. Student Learning Outcomes and Achievement

The College defines and publishes program student learning outcomes (SLOs) in course outlines, in the college catalog, in occupational brochures, and in instructional planning documents (Appendices J, F, K, L). Program reviews are completed every three years with updates provided annually. The program review process requires that budget requests are aligned with college-wide strategic goals and links planning with budget allocation and augmentation requests. Embedded in the program review are SLO assessment results, analysis of results and plans of action which are used for department goal-setting and budget requests. As a result of interdisciplinary dialog in the Program Review Committee (a sub-committee of the Academic Senate, as of 2012) a new section in the report asks faculty, staff and administrators to identify "New Objectives Related to SLOs as Indicated in Use of Results Section."

Academic integrity and student authentication are addressed in a number of ways. First, the College endeavors to promote a culture of academic integrity. For example, the College Statement on Academic Integrity applies to all students in all delivery formats. Professional development workshops on the topic of promoting academic integrity in the online classroom are a regular feature of professional development (FLEX) week.

On a more practical side, the College subscribes to the plagiarism-detection tool, TurnItIn.com. All instructors have the option of using the college's learning management system, Blackboard for their courses (both live and online).

11. General Education

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Appendix M). The quality and rigor of these courses is consistent with the academic standards appropriate to higher education as defined by the College's Curriculum Committee. The general education component of each program is consistent with standards established in Federal Regulations, State Education Code, the Chancellor's Office for the California Community Colleges, and as recommended by the Statewide Academic Senate (Appendices N,O.P.Q).

12. Academic Freedom Statement

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. The Academic Senate reviewed and updated the institution's Academic Freedom Principles and Guidelines Statement in 2013.

13. Faculty

The District has 180 (fall 2013) full-time faculty and 578 adjunct instructors teaching at the college. The names, degrees and years of employment of full-time faculty are listed in the College catalog. The faculty serves approximately 16,333 students by providing them with quality programs in transfer and occupational education and in the mastery of basic skills and ESL. Faculty responsibilities are stated in the Faculty Handbook and in the contracts between the Santa Clarita Community College District and the College of the Canyons Faculty Association and the American Federation of Teachers (Appendices R, S, T).

14. Student Services

The College provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population. The College provides services in the following areas: Admissions and Records, Testing Center, Extended Opportunity Programs & Services, Assessment Center, Athletics, Bookstore, Cafeteria, Career Services & Job Placement, Center for Applied Competitive Technologies, Center for Early Childhood Education, Community Education, Cooperative Work Experience, Counseling & Program Advisement, Disabled Students Programs & Services, Distance Education, Employee Training Institute, Extended Opportunities Programs & Services/Cooperative Agencies Resources for Education, Financial Aid/Scholarship, Foundation, Honors, High Tech Center, Human Resources, International Students Program, Internships, Library, Math, Engineering & Science Achievement, Open Media Lab, Outreach, Performing Arts Center, Progressive Adult College Education, Public Information, Sports Information, Campus Safety, Small Business Development Center, Student Business Office, Student Development, Student Health & Wellness Center, Traffic School, Transfer Center, Tutoring/Learning/Computing Lab, University Center, and Volunteer & Service Learning Center (Appendix F). These services are available to all students in the Automotive Technology program, and most will be more easily accessed with the move of the program to the Canyon Country campus.

15. Admissions

The College's admissions policies are consistent with its Mission and conform to parameters outlined in state law and College regulations. They are published in the College catalog, the

schedules of classes and on the College's website. To enroll at the College, a student must satisfy the published requirements.

16. Information and Learning Resources

The College provides specific long-term access to information and learning resources and services to support its educational mission. These resources and services are provided for and delivered by many different divisions, departments and centers; but, in general, they primarily are the responsibility of the Library and the Tutoring/Learning/Computing Lab.

The College of the Canyons Library provides service to students at two facilities, one on each campus. A staff of 2 full-time faculty librarians, 9 part-time (adjunct faculty) librarians, 3 full-time classified staff, 2 permanent part-time staff, and approximately twenty college assistants and adult hourly staff work to ensure the college community has access to a range of materials and equipment to support learning needs.

Taking into consideration the various formats of materials and the different sites at the College (including both libraries but also materials purchased and catalogued by the Library but held at other campus locations) total items in the collection number 71,452 titles. Circulating books at the Valencia campus library total 48,064 volumes alone. The Library provides access to a range of subscription databases, including multi-disciplinary resources such as Academic Search Premier and ProQuest and discipline-specific resources such as ERIC and MEDLINE. The Library also subscribes to eBook collections, including an academic collection from the vendor, EBSCO, that features full text from over 120,000 titles. The databases and eBooks are accessible from links on the Library website. In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines as well as citation style guides to assist students in documentation of their research.

The Learning Center (TLC) provides tutoring to students as well as exam proctoring. TLC offers services at the Valencia campus and the Canyon Country Campus. The staff consists of one full-time administrative director, four full-time classified staff, eight adjunct faculty members and over 180 college assistant and adult hourly workers.

Students wishing to take examinations at an alternate location are to locate a proctor and provide TLC with the proctor's information. The proctor fills out and returns an agreement, acknowledging policies and guidelines. Once the form is received back, TLC staff verify the web address given and the proctor's credentials and contact information by going to the institution website and verifying the contact information. The proctor then receives a phone call from TLC staff, and examination details are sent via email to the proctor's official organization email address. Exams are distributed and collected by TLC staff trained as proctors, and the exams are handled by students only when the exams are distributed by a proctor.

In fall 2012, the College constructed a new TLC of 41,000 square feet (an 800% increase over the previous TLC) and added 10,000 square feet to its Library. Over 200 computers for student usage were added to these facilities.

17. Financial Resources

While most of the financial resources of the District come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. All funds coming to the District are carefully tracked, accounted for and documented. The District maintains adequate reserve levels for contingencies and for expansion and maintains a minimum of six percent ending fund balance. The District strategically accumulates funds in accounts for future needs such as repairs of campus buildings and future retiree health care costs. The District is careful to use one-time dollars to only fund additional one-time expenses. The District maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future, using an accepted instrument to assess fiscal management each year.

18. Financial Accountability

The College is audited on an annual basis by an independent auditing firm. The firm is selected by evaluating the scope of its experience, the size of the firm and its ability to provide backup personnel and a wide range of expertise. References are carefully evaluated. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. Annual audits are conducted for the District, the Foundation, and two General Obligation bonds. The annual audits have been outstanding with no audit exceptions and no material weaknesses identified in 30 audits over six years (Appendix V).

19. Institutional Planning and Evaluation

The results of goals, strategies and outcomes of the College's Educational and Facilities Master Plans are reviewed on an annual basis (Appendix G). The College's ongoing planning processes are reflected and documented in many publications such as its Strategic Plan, which includes its Strategic Goals and Accomplishments (as published in two documents), the Educational and Facilities Master Plans, budget development documents, and annual departmental plans, all of which are updated on regular cycles (Appendix W, G, U, N). The College Planning Team (CPT) reviews these reports and publications, documenting the activities aimed at improving programs and services. The District Educational and Facilities Master Plan, Strategic Plan, and Economic Impact Report are available to the public on the College's website.

The Automotive Technology Program completes a 3-year program review with annual updates that informs the Educational and Facilities Master Plan and the Technology Master Plan.

20. Integrity in Communication with the Public

The College displays in writing and practice the model of institutional integrity. The Mission Statement of the College is clearly articulated in the College catalog, on its website, in the Educational and Facilities Master Plans, and on attractive posters placed in visible locations across both campuses and at off campus locations (Appendix F, G). The College catalog, schedules of classes and the website also provide the public with current information on degrees and curricular offerings, bond compliance requirements, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information such as phone numbers and specific webpages where needed (Appendix X). The College also provides information about College policy and procedures such as how to address grievances and complaints, the College's nondiscrimination policy, as well as academic honesty, information regarding various activities such as College performances, and important deadlines such as late registration and financial aid, distributed by direct mail, email and through several other media. The College works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the catalog and on the website.

21. Relations with the Accrediting Commission

The Board of Trustees for the Santa Clarita Community College District provides assurance that the College adheres to the eligibility requirements, accreditation standards, and policies of the Commission through the creation and enforcement of its policies.

H. Evidence that Each Accreditation Standard will Still be Fulfilled

The College will continue to hold all courses and all operations in the Automotive Technology program to the same standards as all other instructional programs.

Standard I: The Mission Statement (page 6), which guides College of the Canyons, applies equally to all academic courses and programs. The mission statement references “enriching education that “prepares students forworkforce-skills development and the attainment of learning outcomes corresponding to their educational goals.” It further states that the college “engages students.....in scholarly inquiry, creative partnerships, and the application of knowledge.” Courses in the Automotive Technology program provide students with not only the hands-on skills needed to become employed in the industry as entry level employees, but with the communications and teamwork skills required to be successful in those jobs.

Standard II: The curriculum committee approves and reviews course proposals and submits them to the Board of Trustees for ultimate approval. In addition to approving new courses and programs, programs are updated, revised, and again formally reviewed at least every five years to ensure relevancy. Student Learning Outcomes are reviewed regularly and are part of annual Program Review. Additionally, the Automotive Advisory Board regularly reviews curriculum in

the Automotive Technology program to ensure students are being trained in skills both currently in demand, and anticipated in the future. The Advisory board meets a minimum of twice every academic year. None of this will change with the move of the Automotive Technology program to the Canyon Country campus.

Additionally, the collective bargaining agreements between the District and faculty unions call for regular evaluation of instruction (Appendix S). The contracts specify procedures for both peer evaluation and student evaluation of instructors.

With regard to student support and learning services, the move of the Automotive Technology program from Saugus High School to the Canyon Country campus will dramatically improve students' access to support services, such as counseling, admissions and records, library, student government, career services, and internships. With the program located on a local high school campus students have had to drive about 15 minutes to the college campus and find parking to access these services. This extra burden will be relieved from students with the relocation of the program.

Standard III: The move of the Automotive Technology program to the Canyon Country campus allows for expansion of the program (a 2-bay lab to a 6-bay lab). The program will maintain its one full-time faculty member, but will add additional qualified adjunct instructors and lab aides. The physical resources dedicated to the program will improve dramatically, as noted above (lab space, dedicated classroom, equipment).

Standard IV: All existing processes and policies of the college will continue to apply to the Automotive Technology program. The move of the program from a local high school to the Canyon Country does not change compliance with this accreditation standard.

Summary

The Mission Statement for College of the Canyons (COC) states that the College provides relevant academic education at the lower division level, workforce training for businesses, and lifelong learning programs for all who seek those opportunities. College of the Canyons helps students with diverse interests and needs meet their educational goals and develop learning strategies required of productive citizens in an ever-changing world. Part of the College's vision is to foster a broad range of community partnerships, especially in the Career and Technical Education programs such as Automotive Technology. The relocation of this program from its previous site at Saugus High School to the Canyon Country Campus at College of the Canyons has provided an improved technological experience for students, while also encouraging the participation of local dealerships in training and internships for these students by demonstrating the College's commitment to maintaining current automotive technology.

I. Supporting Evidence

Appendix A.

[Excerpt of the 2013-2014 College Catalog](#)

Appendix B.

[Course Outlines](#)

Appendix C.

[Program Description and Outcomes](#)

[Course Level Student Learning Outcomes](#)

Appendix D.

[Applied Technology Education Center Floor Plan](#)

Appendix E.

[Applied Technology Education Center Rendering](#)

Appendix F.

[College of the Canyons 2013-2014 Catalog](#)

Appendix G.

[Educational and Facilities Master Plan](#)

Appendix H.

[Board Policy 2710](#)

Appendix I.

[Title 5, Section 55002.5 of the California Code of Regulations](#)

Appendix J.

[College of the Canyons Curricunet System](#)

Appendix K.

Sample Career and Technical Education [Brochure 1](#), [Brochure 2](#)

Appendix L.

[Sample Academic & Administrative Program Review](#)

Appendix M.

[Title 5, Section 55061 of the California Code of Regulations](#)

Appendix N.

[Title 34, Code of Federal Regulations](#)

Appendix O.
[California State Education Code – Section 70900-70902](#)

Appendix P.
[California Community Colleges Chancellor’s Office](#)

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