

# DOWNEY ADULT SCHOOL CAREER & EDUCATION CENTER SELF STUDY REPORT

**Presented to**  
**Council on Occupational Education**  
**Western Association of Schools and Colleges**

**May 20 – 23, 2019**





In conjunction with the Downey Unified School District (DUSD), its Board of Education, students, faculty and staff of Downey Adult School Career and Education Center (DAS), it is with honor and great enthusiasm to present this Self Study Report for reaffirmation for accreditation to the Commission of the Council on Occupational Education (COE) and the Accreditation Commission for Schools Western Association of Schools and Colleges (WASC).

This Self Study Report is a culmination of the participation and efforts of all staff members. Standards determined the formation of committee groups. Members met throughout the year to determine if DAS, and its educational programs, adhered to and supported the criterion of each standard. This process allowed for a fluid dialogue and analysis of policies and procedures, and systems. This process also provided the opportunity to identify areas that can be strengthened so that DAS continues to be a stronghold in adult education in the local area. Adult Education has definitely experienced a shift in the past few years, however, the reaffirmation for accreditation process only confirmed our resolve in our commitment to addressing and serving the educational needs of adult learners in our community.

I am grateful for this process, for the support and dedication of DAS, DUSD, the Board of Education, and the community. I am also grateful for all who contributed and worked on this Self Study Report. On behalf of the students and all staff, I welcome COE and WASC Visiting Team and I look forward to sharing all our successes here at DAS.

Respectfully,

*Blanca Rochin*

Blanca Rochin,  
Principal



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**DOWNEY ADULT SCHOOL ADMINISTRATION**

Blanca Rochin  
Principal

Cindy Grafton  
Assistant Principal



<b>Self-Study Chairperson &amp; COE Liaison</b>	
<b>Cindy Grafton, Assistant Principal</b>	

<b>Standard 1 – Institutional Mission</b>	
<b>Cindy Grafton</b>	<b>Karina Madariaga Valentine</b>
Scott Alexander	Robert Dame
Brian Ofner	Ryan Page
Blanca Rochin	Rita Rodarte-Myers
Frances Sanchez	

<b>Standard 2 – Educational Programs</b>	
<b>Cindy Grafton</b>	Anthony Abello
Arthur Anderson	Michelle Ando
Lina Bocanegra	Rosa Burns
Matthew Carstairs	Luis Cervantes
Susie Chiaravalotti	Christina Ciatti
Mai Dunbar	Jocelyn Epperson
Ellen Falcon	Mary Gallagher
Amalia Gonzalez	Leonor Gonzalez
Mario C. Guerra	David Holcombe
Theresa Hurtado	Allison Iglesia
Angelique Jones	Randolph Leaf
Dan Legaspi	Jenette Lopez
Maria R. Lopez	George Markos
Ninive Martin Del Campo	Gale Mejico
Lucille Molina	Richard Monte
Hernand Morales	Melinda Nelson
Mariana Pacheco	Ryan Page
Carrie Ravenscroft	Agnes Roxas
Rita Salcido	Cheryl Shaffer
Julie Spathopoulos	Manolita Teh
Alejandro Valencia	Victor Velazquez
Rosalina Vicencio	Larice Washington
Shawn Youngblood	

Standard 3 – Program and Institutional Outcomes	
<b>Dan Legaspi</b>	<b>Karina Madariaga Valentine</b>
Christina Ciatti	Jocelyn Epperson
Claudia Escalera	Janet Gera
Amalia Gonzalez	Jaymee Hunt
Richard Monte	Maria R. Lopez
Mariana Pacheco	Ryan Page
Alejandro Valencia	

Standard 4 – Strategic Planning	
<b>Blanca Rochin</b>	<b>Cindy Grafton</b>
Scott Alexander	Christina Ciatti
Robert Dame	Jocelyn Epperson
Dan Legaspi	Richard Monte
Brian Ofner	Mariana Pacheco
Ryan Page	Robert Roark
Frances Sanchez	Cheryl Shaffer

Standard 5 – Learning Resources	
<b>Kelly Holt</b>	Scott Alexander
Christina Ciatti	Robert Dame
Jocelyn Epperson	Cindy Grafton
Dan Legaspi	Richard Monte
Brian Ofner	Mariana Pacheco
Ryan Page	Roberto Roark
Blanca Rochin	Frances Sanchez
Cheryl Shaffer	

Standard 6 – Physical Resources	
<b>Blanca Rochin</b>	Scott Alexander
Janet Gera	Karina Madariaga-Valentine
Mariana Pacheco	Frances Sanchez
Gary Stott	



Standard 7 – Financial Resources	
<b>Robert Roark</b>	Janet Gera
Cindy Grafton	Fernando Masias
Blanca Rochin	Rita Rodarte-Myers
Evelyn Velasco	

Standard 8 – Human Resources	
<b>Blanca Rochin</b>	Cindy Grafton
Kelly Holt	Frances Sanchez

Standard 10 – Student Services and Activities	
<b>Brian Ofner</b>	Kathryn Aguirre
Diane Chisum	Dania Cuevas
Robert Dame	Claudia Escalera
Colleen Fox	Michelle Gutierrez
Alondra Island-Chavez	Linda Lee
Marvin Manzanares	Theresa Mercurio
Richard Monte	Robert Nevarez
Marcela Perez	Darryl Robinson
Rita Rodarte-Myers	Virginia Rooney
Frances Sanchez	Marisol Sanchez
Marsha Sawada	Ron Schoeman
Joseph Schuldt	Mona Selnick-Doshay
Julie Spathopoulos	Gary Stott
Harvey Watson	Silvia Wood



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# INSTITUTIONAL AND COMMUNITY CHARACTERISTICS

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**Institution Name : Downey Adult School Career and Education Center**

**Address : 12340 Woodruff Avenue  
Downey, CA 90241-5610  
(562) 940-6200  
www.das.edu**

*Downey Evening High School* opened in 1940, in the Union High School buildings of Downey under the principalship of Joseph Coss. Classes were held in the evening and taught by high school teachers from the regular high school program. The evening high school diploma program began with an enrollment of 374 students and employed the same goals then as we have now; that of serving educational and personal needs with quality programs. Within ten years, the school's enrollment grew to 3,700 students. The Downey LIVEWIRE (dated October 25, 1951) reported that "The amazing progress of adult education in Downey can be attributed to the surge of public interest in education throughout California." Theodore R. Maurer, Director of the Division of Adult Education at that time, stated in the article that "The subjects offered by the school serve a multi-purpose goal: offer training for a specific job, provide opportunities for self-improvement, promote more healthful living and a better understanding of family life, enable a person to obtain a high school diploma and help a person become an American citizen." The first graduation for the Class of '51, was held June 5, 1951, with two individuals receiving diplomas. In addition, 21 others received citizenship certificates at the ceremony.

Other principals followed in the footsteps of the first principal in advocating for the need and importance of the program. Einar Knudsen was principal from 1947 through 1949 and was succeeded by Theodore Maurer in 1950 who remained principal through 1966. Maurer bargained for extra classroom space in addition to what was being used at Union High School and was granted permission to white-wash the basement of the junior high building to increase the number of classrooms for the evening high school program. In 1951, Downey Evening High School became known as Downey Adult School. Chester Sutton, a progressive principal, held the position from 1966 to 1982. Being very involved in many community, civic, and service organizations, Mr. Sutton's major contribution was providing educational programs that served the changing economic and cultural needs of Downey which continues to this day. Downey Adult School is fully accredited by the Council on Occupation Education and by Western Association of Schools and Colleges, and serves over 6,200 students each year.

The school employs a staff of 95 full-time and part-time certificated and classified personnel. Downey Adult School Career and Education Center uses a trimester calendar system with a typical full-time student weekly load of 35 hours for post-secondary students. The instructional delivery systems consist of traditional classes which use lecture, lab, and work-based activities and online instruction using synchronous and asynchronous delivery systems. Specific classes use worksite training facilities for clinical practicum and externships.

### Other School Information

Year this adult school was established: 1940

Number of public school locations in which adult classes are held: 1

Facilities used only by Downey Adult School:

Columbus Campus:	30 Classrooms
	Administrative Office
	Financial Aid Office
	Harriet Paine Event Center

### Number and kinds of non-school locations in which adult education classes are held:

Allied Health Clinical Facilities and Externship Sites: 518

Medical = 274

Dental = 186

Phlebotomy = 28

Pharmacy Technician = 27

Message Therapy = 3

Hospitals = 4



### **A general description of Downey Adult School Career and Education Center and the population it serves.**

Downey Adult School was established in 1940 and is located in the city of Downey in southeast portion of Los Angeles County. The District is comprised of two comprehensive high schools, one continuation high school, four middle schools, 13 elementary schools, and one adult school. Total District enrollment is 21,962. In 2004, Downey Adult School expanded its' name to Downey Adult School Career and Education Center.

The school employs 17 full-time and 54 part-time certificated staff members. The classified and support staff of 24 includes 17 full-time and 7 part-time includes office staff, classroom instructional assistants, custodians, and security assistants. Support staff includes the Principal, one Assistant Principal, and a Counselor.

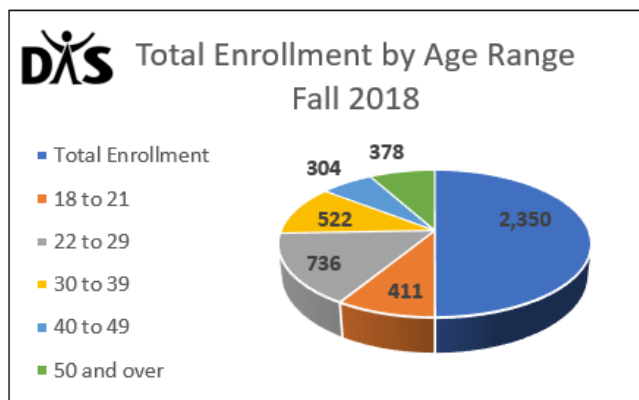
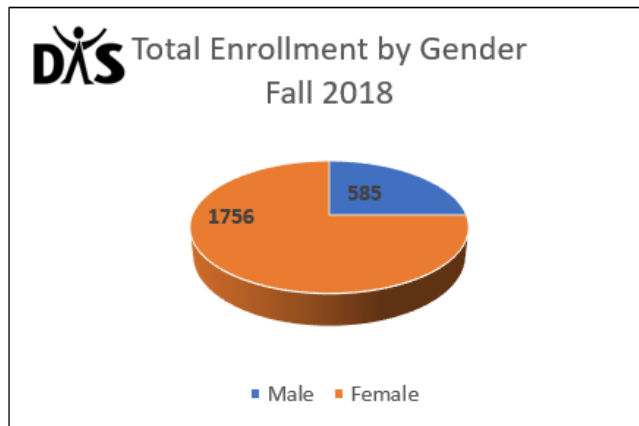
The current ethnic composition of the school is 74.1 % Hispanic, 9.1 % White, 5.9% Asian, 6.7 % African-American, 1.2% Filipino, and 3.0 % other. Hispanic students have maintained relatively the same enrollment over the last six years, while White student enrollment has seen a slight decrease. Both Asian and African American enrollment have seen a slight increase and Filipino enrollment has become greater than 1%.

Career Technical Education (CTE)/Apprenticeships continue to make up the majority of the program offerings. CTE programs include Advanced Private Security Academy, Clinical Medical Assistant, Court Reporting, Dental Assistant, EKG/ECC, Emergency Medical Technician, Massage Therapy, Medical Assistant and Phlebotomy, Medical Biller Coder, Paralegal, Pharmacy Technician, Phlebotomy Technician, and Vocational Nursing.

A variety of budgetary sources are utilized by the school. The major portion of the operating income for the school is through financial aid and class fees. The school also receives funds from WIOA 231 CASAS payment points, Carl D. Perkins grant funds, CalWORKS, and the Adult Education Program. The school also receives funding from the district's general fund.

**Student Gender and Age** – Most of Downey Adult School Career and Education Center's students are female, representing 74.2% of the population. The majority of students are between the age of 22 and 40. The biggest change since the last study was the 18 to 20 group which more than doubled. Over 50% of enrollment is comprised of persons between the ages 21 and 40 years old. Students over 50 years of age make up just over 16% of enrollment.

GENDER & AGE	Fall 2018 Total	%
<b>Total Enrollment</b>	<b>2,350</b>	<b>100</b>
Male	585	24.9
Female	1756	74.2
N/A	9	0.4
18 to 21	411	17.5
22 to 29	736	31.3
30 to 39	522	22.2
40 to 49	304	12.9
50 and over	378	16.1



### **Downey History**

The City of Downey is named for its most prominent founder, John Gately Downey, and is one of the oldest communities in Southern California. John Gately Downey settled in Southern California after immigrating from Ireland at the age of 15. He became the governor of California when the Civil War broke out and returned to Southern California when his term in Sacramento ended and developed Rancho Santa Gertrudes on the banks of the San Gabriel River. Realizing that the days of the large ranchos were over, Downey subdivided his ranch property into small family-size farms. At the end of the Civil War, many dispossessed Easterners came to California to start new lives and settled in Downey's farm tracts and prospered.

In 1873, Southern Pacific Railroad built a spur line toward Anaheim. Downey, along with others, plotted a town on the rail line between Gallatin and College Settlement called "Downey City" with the "City" eventually being dropped from the name. Downey survived the economic boom and bust periods of the early 20<sup>th</sup> century with the stable cushion a farm community provides. It remained a productive farm and dairy center up until World War II.

In 1929, the E. M. Smith Company bought 37 acres of land along Lakewood Boulevard to manufacture aircraft and a few decades later, the development housed the North American-Rockwell aerospace complex. In the 1960s, a module designed and built in Downey took astronauts into space and to the moon! No longer a farm-centered community, Downey was now a thriving city and a hub of the aerospace industry.

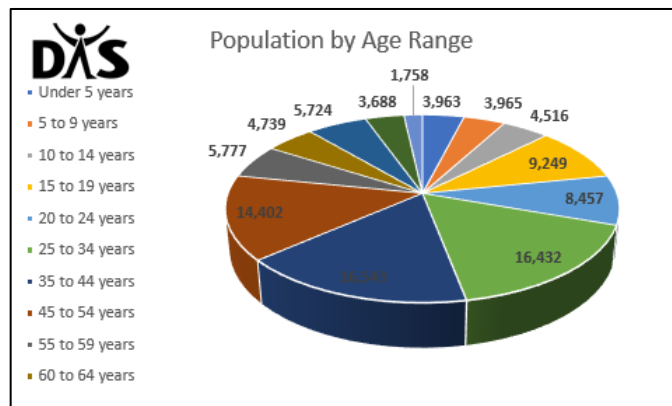
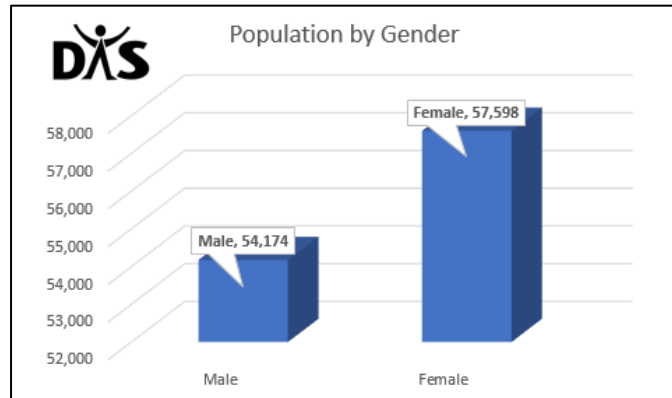
In the years following World War II, the community quadrupled its population reaching close to the 100,000 mark by 1956. The city was incorporated that year under local home rule with a Council and City Manager type of government having all departments were under local control.

The increase in population caused the dairies and orange groves to relocate to other areas which changed the character of the community from farm-centered, to one being oriented toward industry and the professions. Today, the business community is alive with activity in healthcare professions, professional and management, social assistance and education related occupations, light manufacturing, and retail trade with the addition of many new shopping centers.

**Gender and Age** – Both genders are nearly equally represented with females edging ahead by 3%. The majority of the population (42.5%) is between 25 and 54 years of age, and those over age 55, make up about 20% of the population.

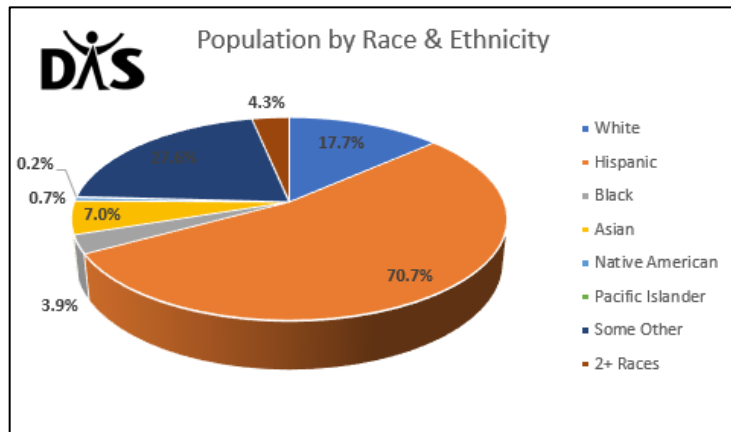
## Institutional and Community Characteristics

GENDER & AGE	Total	%
<b>Total Population</b>	<b>111,772</b>	<b>100</b>
Male	54,174	48.5
Female	57,598	51.5
<b>Age Range</b>		
Under 5 years	3,963	3.5%
5 to 9 years	3,965	3.5%
10 to 14 years	4,516	4.0%
15 to 19 years	9,249	8.3%
20 to 24 years	8,457	7.6%
25 to 34 years	16,432	14.7%
35 to 44 years	16,543	14.8%
45 to 54 years	14,402	12.9%
55 to 59 years	5,777	5.2%
60 to 64 years	4,739	4.2%
65 to 74 years	5,724	5.1%
75 to 84 years	3,688	3.3%
85 years and over	1,758	1.6%



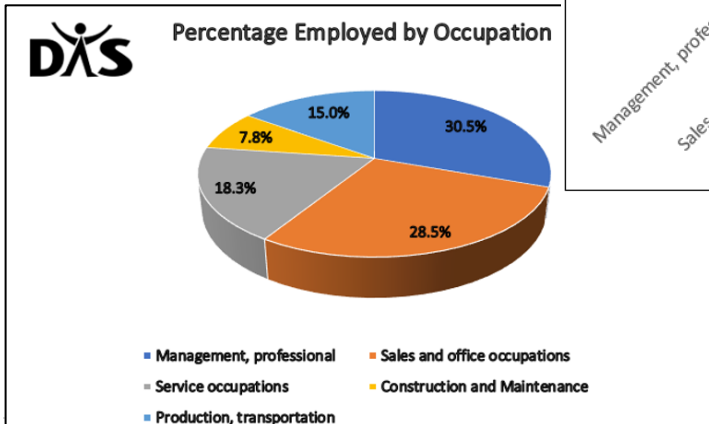
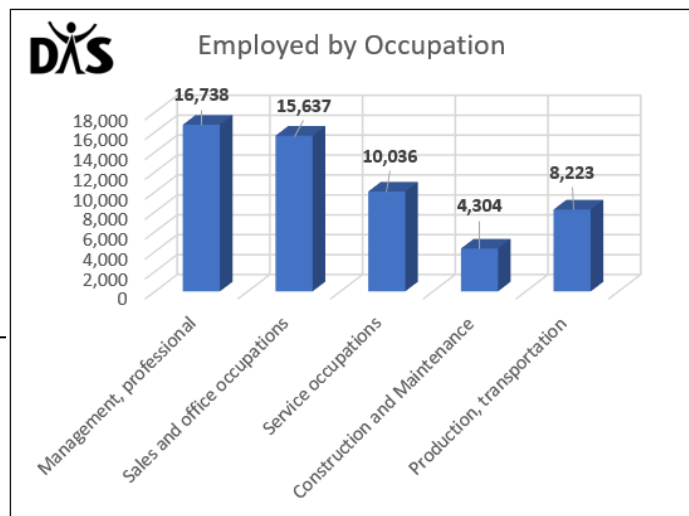
**Race and Ethnicity** - Downey’s population is divided into two main groups. Hispanics are the majority population group with 71% followed by Whites with 16% of the population. The Hispanic population has experienced substantial growth over the past two decades but has since leveled off and is expected to remain fairly consistent in the foreseeable future.

RACE & ETHNICITY	Total	%
<b>Total population</b>	<b>111,772</b>	<b>100</b>
White	19,786	17.7%
Hispanic	78,996	70.7%
Black	4,329	3.9%
Asian	7,804	7.0%
Native American	820	0.7%
Pacific Islander	221	0.2%
Some Other	30,797	27.6%
2+ Races	4,791	4.3%



**Employment** – Downey has a very high employment rate with 96% of the population employed. The largest represented occupations are Management-Professional and Sales-Office Occupation which, combined, make up 59% of Downey’s work force.

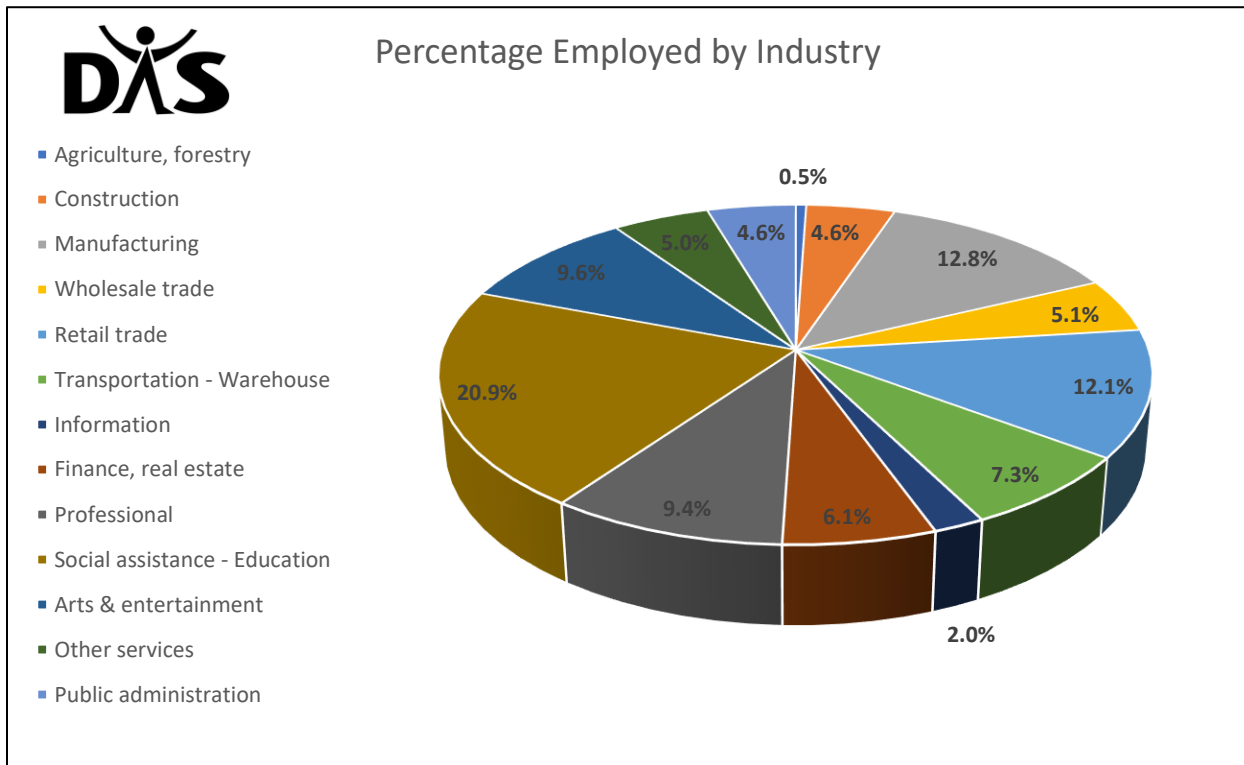
EMPLOYMENT	Total	%
<b>Employed civilian population 16 years of age and over</b>	<b>54,938</b>	<b>100</b>
<b>OCCUPATION:</b>		
Management, professional	16,738	30.5%
Sales and office occupations	15,637	28.5%
Service occupations	10,036	18.3%
Construction and Maintenance	4,304	7.8%
Production, transportation	8,223	15.0%



INDUSTRY	Total	%
Agriculture, forestry	298	0.5%
Construction	2,539	4.6%
Manufacturing	7,011	12.8%
Wholesale trade	2,816	5.1%
Retail trade	6,641	12.1%
Transportation - Warehouse	3,999	7.3%
Information	1,122	2.0%
Finance, real estate	3,333	6.1%
Professional	5,152	9.4%
Social assistance - Education	11,476	20.9%
Arts & entertainment	5,252	9.6%
Other services	2,766	5.0%
Public administration	2,533	4.6%

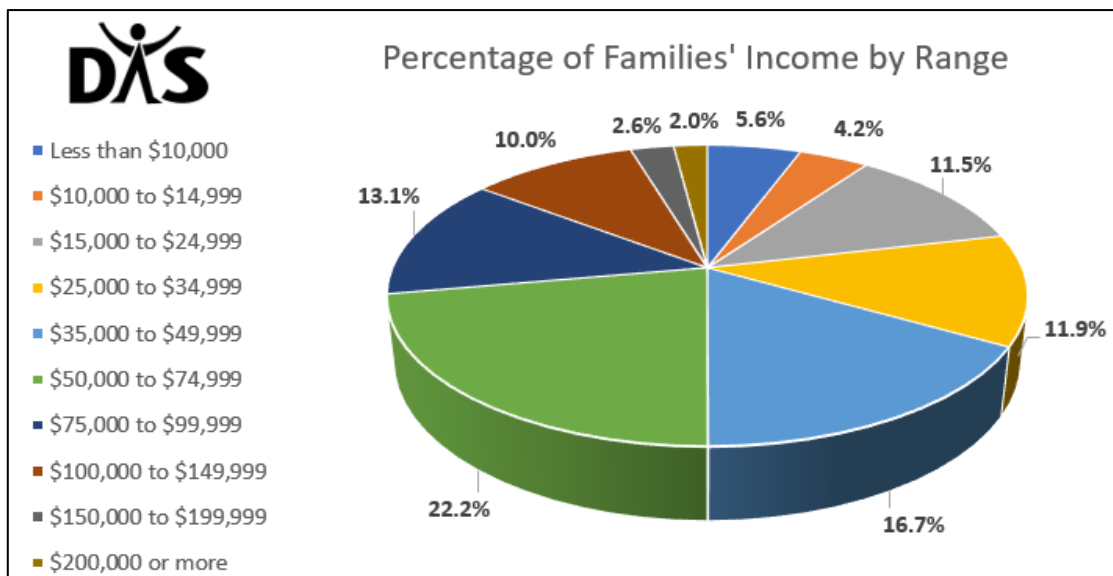
### Major Employers (2018):

Kaiser Permanente  
 Rancho Los Amigos Medical Center  
 County of Los Angeles Internal Services  
 Downey Unified School District  
 PIH Health Hospital – Downey  
 Lakewood Health Care  
 Stonewood Shopping Center Retailers  
 City of Downey  
 Downey Landing Retailers  
 Los Angeles County of Education  
 Coca Cola Bottling  
 Home Depot



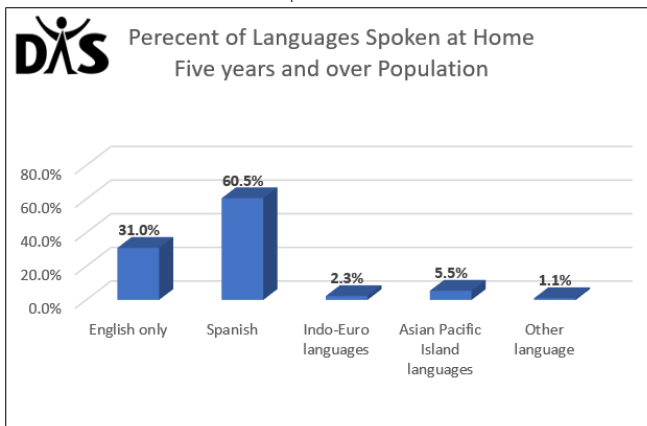
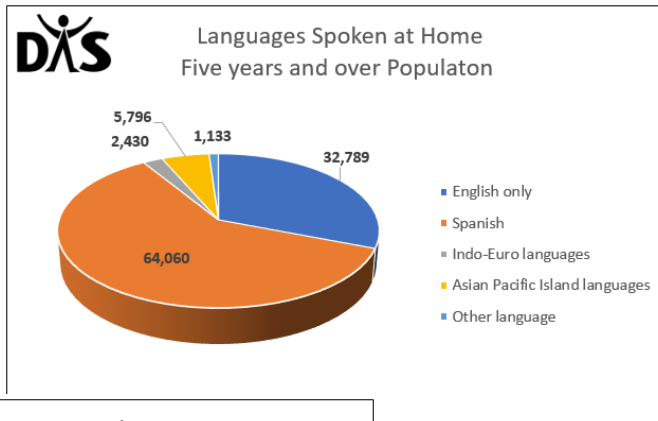
**Family Income** – The median family income in Downey is \$62,897. The majority of family income lies between the \$15,000 to \$149,000 levels with the most represented level being \$50,000 to \$74,999. Geographically, the higher income families tend to live in north Downey.

FAMILY INCOME	Total	%
	<b>26,120</b>	<b>100</b>
Less than \$10,000	1,474	5.6%
\$10,000 to \$14,999	1,101	4.2%
\$15,000 to \$24,999	3,002	11.5%
\$25,000 to \$34,999	3,108	11.9%
\$35,000 to \$49,999	4,369	16.7%
\$50,000 to \$74,999	5,805	22.2%
\$75,000 to \$99,999	3,431	13.1%
\$100,000 to \$149,999	2,618	10.0%
\$150,000 to \$199,999	682	2.6%
\$200,000 or more	530	2.0%
Median family income (dollars)	62,897	(X)

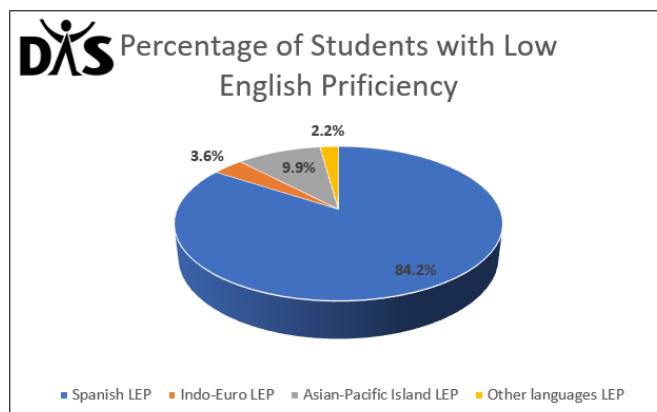


**Language** – Downey has a large Spanish-speaking population. Over 60% of residents speak Spanish in their home, an increase of over 10% since the last self-study report. Limited English speakers of languages other than Spanish have declined slightly and the total of all residents who are limited in their ability to speak English is 22%.

LANGUAGE SPOKEN AT HOME	Total	%
Population 5 years and over	105,908	100
English only	32,789	31.0%
Spanish	64,060	60.5%
Indo-Euro languages	2,430	2.3%
Asian Pacific Island languages	5,796	5.5%
Other language	1,133	1.1%



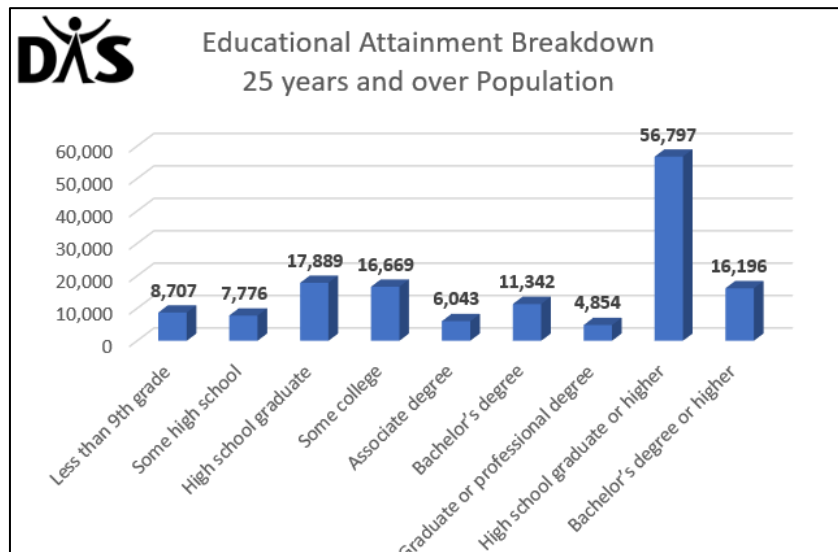
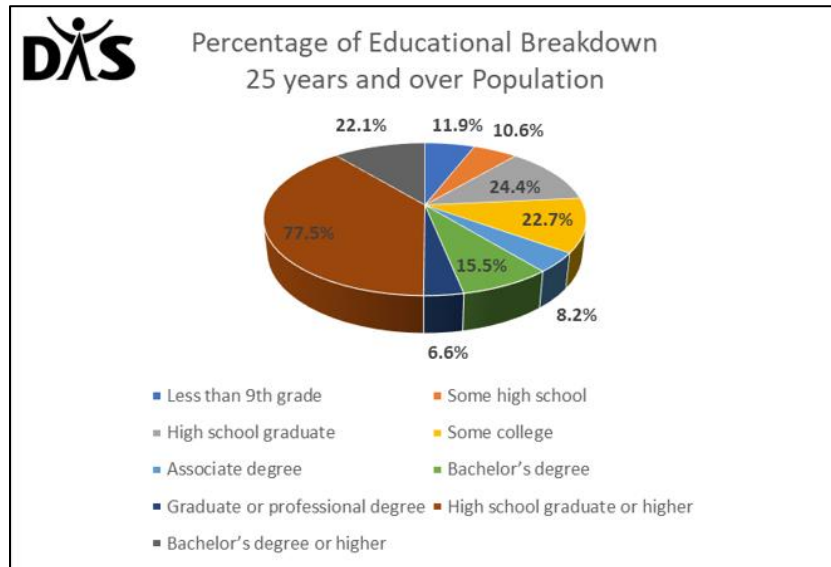
LIMITED ENGLISH PROFICIENT	Total	%
Total LEP	23,682	100
Spanish LEP	19,949	84.2%
Indo-Euro LEP	862	3.6%
Asian-Pacific Island LEP	2,355	9.9%
Other languages LEP	516	2.2%





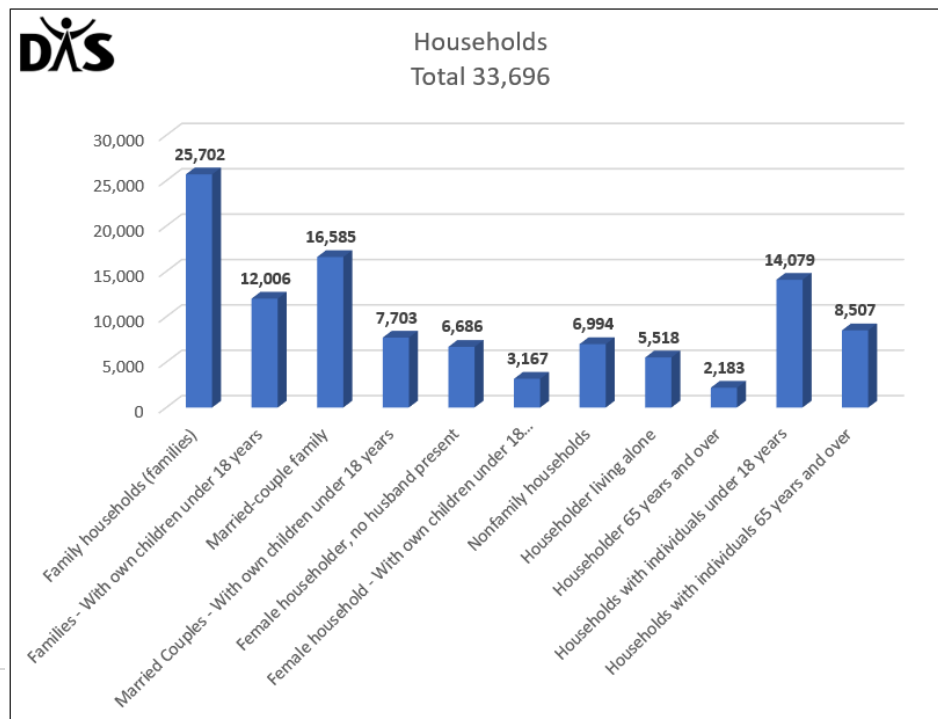
**Education** – The majority of Downey residents (77.5%) have earned a high school diploma or higher. Schools in the Downey Unified School District are known for high graduation rates (95.4%); although with a growing ESL population and more rigorous state requirements, it is possible that graduation rates will drop.

EDUCATIONAL ATTAINMENT	Total	%
Population 25 years and over	73,310	100
Less than 9 <sup>th</sup> grade	8,707	11.9%
Some high school	7,776	10.6%
High school graduate	17,889	24.4%
Some college	16,669	22.7%
Associate degree	6,043	8.2%
Bachelor's degree	11,342	15.5%
Graduate or professional degree	4,854	6.6%
<b>High school graduate or higher</b>		
	<b>56,797</b>	<b>77.5%</b>
<b>Bachelor's degree or higher</b>		
	<b>16,196</b>	<b>22.1%</b>



**Household Types** – The average family size in Downey is 3.68. Married couples make up the majority of family type, representing 51.3% of all families.

TOTAL HOUSEHOLDS	33,696	%
Family households (families)	25,702	76.3%
Families - With own children under 18 years	12,006	35.6%
Married-couple family	16,585	49.2%
Married Couples - With own children under 18 years	7,703	22.9%
Female householder, no husband present	6,686	19.8%
Female household - With own children under 18 years	3,167	9.4%
Nonfamily households	6,994	20.8%
Householder living alone	5,518	16.4%
Householder 65 years and over	2,183	6.5%
Households with individuals under 18 years	14,079	41.8%
Households with individuals 65 years and over	8,507	25.2%
Average household size	3.45	
Average family size	3.89	





# CONDITIONS CHECK SHEET AND FINDINGS



## CONDITIONS CHECK SHEET Generic Version – 2018 Edition

CONDITIONS	YES	NO	N/A
<b>Item 1: Visiting teams, complete the Worksheet for Confirming Eligibility Requirements before responding to this item.</b>			
1. The institution continues to demonstrate that it satisfies each of the eligibility requirements for Candidate for Accreditation.			
<b>Item 2: Visiting teams, at the conclusion of a team visit, the team must determine its response to the following condition after reviewing institutional documentation, conducting interviews with administration, staff, and faculty, and completing all applicable parts of conditions and standards check sheets:</b>			
2. The institution conducts its affairs with acceptable standards of honesty and integrity.			
3. The institution meets all lawful obligations imposed by state and federal agencies.	✓		
4. The institution has notified the Commission of any individual affiliated with the institution who has been debarred by a government agency or another accrediting agency or was an owner, an administrator, or a governing-board member of a COE-affiliated institution that was denied accreditation, was dropped from accreditation, or closed without providing a teach-out or refunds to currently enrolled students.			✓
5. The institution occupies its own physical facilities and is not co-located with another institution.	✓		
6. The institution maintains a permanent accreditation file which contains items set forth in the Commission conditions. (See Handbook of Accreditation)	✓		
<b>Non-Public Institutions Only</b>			
7. (If required to operate) The institution has an original current license for the main campus and each branch and/or extension.			✓
<b>Item 8: This item is to be completed by Visiting Teams during accreditation visits.</b>			
<b>Non-Public Institutions Only</b>			
8. List ID numbers and expiration dates of licenses for all campuses:			
9. The on-site administrator or other full-time employee at the main campus attended required workshop(s) within six to eighteen months prior to hosting the accreditation visiting team. (For initial accreditation, Candidate Academy/Self-Study workshops. For reaffirmation, Self-Study and Annual Report Workshop(s).)			
10. For initial accreditation or reaffirmation of accreditation, the institution has placed a notice in the appropriate newspaper(s) and/or media services (local news sites, social media sites, and/or institution website homepage) no more than sixty (60) days prior to hosting the accreditation visit stating that it is applying for initial accreditation or reaffirmation of accreditation with the Commission of COE in compliance with Commission criteria.	✓		
<b>Item 11: This item is to be completed by Visiting Teams during accreditation visits.</b>			
11. Date notice was published, broadcast, or televised:			
12. The institution has submitted an evaluation of standards form from one of its occupational advisory committees prior to hosting an accreditation visiting team.	✓		
13. The institution has informed the Commission of all planned and unplanned substantive changes.			✓
14. Innovative or experimental programs operated at variance with the standards have received Commission concurrence prior to implementation.			✓
15. Documents the institution has filed with the Commission accurately represent the status of the institution. (NOTE: If this statement is checked "NO", documentation which demonstrates the institution's misrepresentation must be submitted with the team report.)	✓		
<b>Accredited Institutions Only</b>			
16. The institution's use of the accreditation seal is in compliance with Commission conditions. (See Handbook of Accreditation)	✓		
17. The institution adheres to the Commission's condition on the monitoring of institutional growth and has notified the Commission of increases in total Full-Time Equivalent (FTE) that equal or exceed 25% of the established baseline, and for non-public institutions, increases in gross revenue of 100% or more from the previous year have been reported to the Commission.	✓		
18. All student recruitment activities used by the institution are truthful and avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation)	✓		
19. All media used by the institution for advertising purposes are truthful and presented with dignity to avoid any false or misleading impressions of the institution, its programs and services, or employment, and are in compliance with Commission conditions. (See Handbook of Accreditation)	✓		

Highlighted areas indicated changes from the previous edition.

CONDITIONS CHECK SHEET: Generic Version - 2018 Edition  
Page 2

CONDITIONS (continued)		YES	NO	N/A
<b>Item 20: Visiting teams, complete the Criteria for Publications Worksheet before responding to this item.</b>				
20.	A catalog and/or other official publications, which are published in hard copy or provided online, provide information specified in the Handbook of Accreditation, and are readily available to students, prospective students, and other members of the interested public.			
21.	If the institution employed a consultant for the purpose of assisting in the accreditation process, it submitted a copy of the consultant's resume within 7 days after employment was secured, and can demonstrate that the terms of the consultant's contract meet Commission conditions stated in the Handbook of Accreditation.			✓
22.	The role of contractors hired by the institution (if any) excludes the authority to make official decisions for the institution or to serve in the role of accreditation liaison officer for the institution.			✓
23.	If the institution participates in Title IV Financial Aid programs, it does not contract more than 25 percent of the instruction of one or more of its programs with an external agency, corporation, institution, or individual.	✓		
24.	There is a clear indication that the faculty and staff were primarily responsible for the preparation, editing, and revision of documents required in the accreditation process.	✓		
25.	The institution's accreditation liaison officer is a permanent staff member located at the main campus.	✓		
<b>Status with Other Agencies: A "YES" response for statements #26-30 signifies that the institution is in compliance with the Commission's Conditions.</b>				
1.	The institution is not the subject of an interim action by a state or federal agency potentially leading to the suspension, revocation, withdrawal, or termination of the institution's legal authority to provide postsecondary education in any state in which it operates.	✓		
2.	The institution has not had its state license suspended, revoked, withdrawn, or terminated, even if the required due process procedures have not been completed within any state in which it operates.	✓		
3.	The institution has not voluntarily withdrawn its candidacy or accreditation while not in good standing from a nationally recognized accrediting agency.	✓		
4.	The institution has not had its candidacy or accreditation withdrawn or been placed on public probation by a nationally recognized accrediting agency.	✓		
5.	The institution is not the subject of an interim action by another accrediting agency potentially leading to the suspension, revocation, or withdrawal of candidacy or accreditation.	✓		
6.	The institution has not been notified of the loss of any agency's accreditation even if the due process procedures have not been completed.	✓		
7.	If the institution is presently accredited by another nationally recognized accrediting agency, it describes itself in identical terms to each agency with regard to identity (i.e., main campus, branch campus, branch campus to main campus relationship), mission, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents to all federal, state, and other agencies, including accrediting agencies.	✓		
8.	If the institution is seeking dual accreditation, the reasons for wanting dual accreditation have been submitted to each accrediting agency and to the Secretary of the U.S. Department of Education, and the institution has also designated which agency's accreditation is to be utilized in determining the institution's eligibility for program participation under the Higher Education Act.			✓
<b>Campuses other than the Main Campus: General</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>
1.	Branch or extension ownership is the same (same entity, proprietorship or partnership, or the same corporation) as the main campus.			✓
2.	Branch or extension names that have been expanded from the name of the main campus to clearly identify different locations or specific programs have been approved by the Commission.			✓
3.	Non-main campus locations that operate under the supervision of a full-time, on-site, local administrator who reports to the chief administrative officer of the main campus are properly identified as branch campuses with the Council.			✓



CONDITIONS CHECK SHEET: Generic Version - 2018 Edition  
Page 3

<b>Campuses other than the Main Campus: Branch Campuses</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. The complete name of the main campus is identified in all publications and advertisements when referring to a branch campus, extension campus, or instructional service center.			✓
2. Duplicate records on personnel, financial matters, student attendance, and educational progress for branches, extensions, extended classrooms, instructional service centers, and/or auxiliary instructional sites are kept at the main campus. (NOTE: Institutions capable of maintaining and accessing records electronically may keep all records previously mentioned at the main campus.)			✓
3. The on-site branch administrator reports to the on-site chief administrator at the main campus.			✓
4. Programs offered at branches are described in the main campus catalog or branch supplement.			✓
5. Programs offered at the branch that are not offered at the main campus are described in the main campus catalog.			✓
<b>Campuses other than the Main Campus: Extension Campuses</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. All extensions are located within a 50-mile radius of the main campus.			✓
2. All extension programs are included in the main campus catalog.			✓
<b>Campuses other than the Main Campus: Extended Classrooms</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. All extended classrooms are located within two miles of a main or branch campus.			✓
2. All extended classrooms are supervised by the administration of the main or branch campus.			✓
<b>Campuses other than the Main Campus: Instructional Service Centers</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Program instruction at all instructional service centers is under the direct control of the main campus and located within the geographic service area designated by the governing board of the institution.			✓
2. All instructional service center offerings are approved by the Commission.			✓
3. Appropriate student services are available on-site at the instructional service center and the full range of services is made accessible to participating students at the main campus.			✓
4. All instructional service centers are a joint venture between the institution and an employer or another educational agency.			✓
5. The complete name of the main campus is identified in all publications and advertisements when referring to an instructional service center.			✓
<b>Campuses other than the Main Campus: Additional Space</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Additional space acquired for instructional or administrative purposes is located within one quarter of a mile from a main campus or branch campus.			✓

<b>REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID</b>
Institutions that are required to convert their programs to Federal Credit Hours for the processing of Federal Financial Aid programs must undergo a review of a sampling of the course prep hours included in a sampling of the total number of programs covered under the conversion. Indication of compliance with this requirement is made by visiting teams under Standard 2 – Educational Programs for each program chosen as part of the sample.





# STANDARD ONE INSTITUTIONAL MISSION



### INTRODUCTION

Downey Adult School Career and Education Center was initially established in 1940. The mission statement of the school has changed over the years, to meet the changing needs of the community. Most recently, the mission statement was reviewed during DAS' Annual Institutional Advisory Committee Meeting. Comments from that discussion were taken into consideration and presented to staff members for further consideration and comment. The school's current mission statement, a minimally revised version of its previous version, was submitted to the Downey Unified School District's Board of Education for approval.

### ANALYSIS

1. The primary mission of the institution is to instruct students to such competency levels that they are qualified for initial employment and/or career advancement.

*The mission statement of Downey Adult School Career and Education Center is:*

*"The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth."*

*Downey Adult School is proud of its mission statement in that it directly states the institution's purpose to not only provide education in a variety of areas, but to provide education at such a level that students will be able to attain gainful and meaningful employment. Downey Adult School Career and Education Center is a known and well-respected educational institution in the area whose vast majority of graduates are contributing members of society by being successfully employed in their respected field of study.*

2. The institution's mission is clearly and concisely stated in written form and represents the official statement of the institution.

*The mission statement is always printed in the school's catalog and website ([www.das.edu](http://www.das.edu)). The mission statement of Downey Adult School Career and Education Center is framed in all classrooms.*

3. The institution has an appropriate hard-copy and/or online publication which it uses to accurately present its mission statement and the educational programs offered to achieve its mission.

*The mission statement is regularly published in the school's catalog and website ([www.das.edu](http://www.das.edu)). All course-offering departments are listed in the mission statement and all courses are listed, by department, in the school catalog and website.*

4. The current mission statement is publicly available and is used consistently in publications.

*The mission statement appears in the catalog and website ([www.das.edu](http://www.das.edu)). The catalog is published three times year (Fall, Winter, Spring/Summer) and is mailed to over 6,600 addresses throughout the city of Downey and surrounding cities as well. Additionally, Downey Adult School's website is professionally maintained by DigiCal, Inc., which ensures that the school's website is always available.*

### **Multi-Part Criterion (5-9)**

5. The institution has an organized and functional institutional advisory committee.  
The institution advisory committee meets the following requirements:
6. Is composed of at least three persons external to the institution;
7. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present);
8. Meets at least annually, if serving only in an institutional advisory capacity; OR twice annually, if serving in an occupational advisory capacity;
9. Keeps typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member; and,
10. Is used to provide community involvement in maintaining a relevant mission for the institution.

*Yes, Downey Adult School Career and Education Center has an organized and functional institutional advisory committee whose members range from Downey City Council, Downey Chamber of Commerce, The Downey Patriot (local newspaper) and major employers, Kaiser Permanente just to name a few.*

*The institutional advisory committee roster includes 61 members from various businesses, service organizations, and Downey Chamber of Commerce and Downey City Council.*

*The members of the institutional advisory committee are all external from the school and at the last institutional advisory committee meeting, which was held on November 13, 2018, 10 members were physically present.*

*Downey Adult School Career and Education Center hosts one institutional advisory meeting annually. The last meeting was held on Tuesday, November 13, 2018. The next meeting is scheduled for November 19, 2019.*

*Minutes for the Institutional Advisory Committee Meeting are taken and recorded. Minutes includes the day, time, and location; introduction of those in attendance (name and agency/organization they represent), agenda items, discussion and comments of agenda items, community feedback regarding non-agenda items, and date for the next Institutional Advisory Committee Meeting.*

*The Institutional Advisory Committee Meeting begins with breakfast. Principal Blanca Rochin and Assistant Principal Cindy Grafton will then call the meeting to order and begins by thanking our Institutional Advisory Committee Members for attending. Self-introductions then follow. The mission statement is then next on the agenda. It is reviewed and discussed. It is during discussion that the members are encouraged to be involved in the process of reviewing and ensuring that the school's mission statement continues to be relevant.*

11. A program of public information and community relations is maintained to promote the institution's mission in its community.

*Downey Adult School Career and Education Center has a strong history of community involvement and is proud to be associated with numerous organization and events throughout the community. DAS staff members and Massage Therapy, Vocational Nursing, Pharmacy Technician, and Clinical Medical Assistant students regularly attend and volunteer in various community events such as Downey Relay for Life, Downey Street Faire, Downey Christmas Parade, Downey Ride N' Stride, Downey's Fun on the Fairway Golf Tournament, Downey's Annual Día De Los Muertos Event, Downey's Battle of the Businesses, and Long Beach Marathon. Additionally, instructors and staff members represent DAS at various career fairs and educational events such as Downey Unified School District's Career Fair, and Long Beach Unified Career/College Exploration Night. DAS provides the students of Columbus High School, which shares the campus with DAS, an insight to the various Career Technical Education programs by sponsoring the Annual Career Expo. DAS regularly hosts blood drives and most recently was the location for the swearing in ceremony for California State Assembly Member of the 58<sup>th</sup> District, Ms. Cristina Garcia.*

*Staff members are also proud to represent DAS in several organizations. For example, Director of Nursing Mariana Pacheco and Staff Member Karina Madariaga both sit on the Board of Directors for the Downey Chamber of Commerce, while Principal, Blanca Rochin, is an active member of Soroptimist International of Downey.*

*Downey Adult School Career and Education Center is a member of the Partnership for Adult Academic and Career Education (PAACE) Southeast Los Angeles Consortium. The work of the consortium is to provide academic and career services to adults in the local region. Principal Blanca Rochin represents DAS at all PAACE meetings.*

### CHALLENGES & SOLUTIONS

Funding for Adult Education in the State of California has considerably changed, which has also resulted in new legislation and requirements for all adult school educational institutions. In 2013 California Assembly Bill 86 was introduced requiring adult schools and community colleges to form consortia, based on regions, to address the need of more seamless transitions between student needs and services and between education/graduation and gainful employment, while leveraging existing resources. DAS, along with Cerritos College, ABC Adult School, Norwalk La Mirada Adult School, and Bellflower Adult School, came together and formed the consortium known as Partnership for Adult Academic and Career Education (PAACE) Southeast Los Angeles Consortium. (website: [www.paace.net](http://www.paace.net)) AB86 transitioned from planning to implementation with the passage of California Assembly Bill 104. AB104 introduced new legislation to fund adult education through the Adult Education Block Grant (AEBG). Consortium funding is shared between members based on the 2012-2013 Fiscal Year Expenditures used out of Adult Ed allocation funding by each member's school district. During 2012-2013, DAS was doing very well, financially, and depended very little on Downey Unified School District. This funding model proved to serve DAS negatively. Whereas DAS serves the largest student population within PAACE, DAS receives the least amount of funding. Principal Blanca Rochin continues to advocate for additional funding from the consortium.

### SUMMARY

Downey Adult School Career and Education Center's mission since 1940 was to serve the community and that mission continues today. As the needs of the community changes, DAS changes accordingly to serve those needs appropriately. Challenges are ongoing, however, DAS, with the Downey Unified School District and the Board of Education, will continue to steadfastly address those challenges in our resolve to offer high quality and relevant educational training to our students and to our community.





# STANDARD TWO EDUCATIONAL PROGRAMS



Advanced Private Security Academy

Clinical Medical Assistant

Court Reporting

Dental Assistant

EKG/ECG

Emergency Medical Technician

Massage Therapy

Medical Assistant and Phlebotomy

Medical Biller Coder

Paralegal

Pharmacy Technician

Phlebotomy Technician

Vocational Nursing

## POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

December 13, 2018

PROGRAM NAME / CIP Code  (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution - NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Advanced Private Security Academy / 43.0120	80		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	November 2018	0	3		
Clinical Medical Assistant - Daytime/ 51.0801	660		3%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2004	55			3
Clinical Medical Assistant - Morning / 51.0801	660		0%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2004	44			3
Clinical Medical Assistant - Afternoon / 51.0801	660		0%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2004	10			1
Clinical Medical Assistant - Evening / 51.0801	660		2%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2004	53			1
Clinical Medical Assistant -Hybrid / 51.0801	660		58%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2004	6			1
Court Reporting / 22.0303	4440		100%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 1975	127			2
Dental Assistant - Daytime / 51.0801	800		10%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2008	24			7

Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education/delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education/delivery methods.

## POSTSECONDARY EDUCATIONAL PROGRAMS

DATA COMPILED AS OF (date):

December 13, 2018

PROGRAM NAME / CIP Code  (Use One Line For Each Program)	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD (Check One or More)			CREDENTIAL			PROGRAM START DATE (The date the program first enrolled students at the institution - NOT the start date of the latest term)	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned	
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time
Dental Assistant – Evening / 51.0601	800		10%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2008	21	7		
EKG / ECG / 51.0902	50		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	February 2015	3	2		
Emergency Medical Technician / 51.0804	184		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	February 2015	22	5		
Massage Therapy - Daytime / 51.3501	600		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 2011	39			1
Massage Therapy – Evening / 51.3501	600		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 2011	27			1
Medical Assistant and Phlebotomy / 51.1008	700		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	July 2017	46			1
Medical Biller - Coder - Daytime / 51.0714	660		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2002	113			1
Medical Biller - Coder – Evening / 51.0714	660		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2002	46			1
Medical Biller - Coder – Online / 51.0714	660		100%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2002	43			1

Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.

POSTSECONDARY EDUCATIONAL PROGRAMS															
DATA COMPILED AS OF (date):															
December 13, 2018															
PROGRAM NAME / CIP Code <small>(Use One Line For Each Program)</small>	PROGRAM LENGTH		% of Program's Total Length Available Through Distance Education	INSTRUCTIONAL DELIVERY METHOD <small>(Check One or More)</small>			CREDENTIAL			PROGRAM START DATE <small>(The date the program first enrolled students at the institution – NOT the start date of the latest term)</small>	Number of Students Enrolled on the date chart is completed		Number of Instructors Assigned		
	Clock Hours	Credit Hours		Traditional	Hybrid	Distance Ed	Certificate	Diploma	Degree		Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Paralegal / 22.0302	624		100%	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 2011		79	1		
Pharmacy Technician – Morning / 51.0805	620		13%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2002		30		1	
Pharmacy Technician – Evening / 51.0805	620		13%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2002		23	1		
Phlebotomy Technician / 51.1009	88		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	September 2009		35	2		
Vocational Nursing / 51.3901	1536		0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 2006		60	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.

## **Advanced Private Security Academy**

Department Chairperson:  
Cheryl Shaffer

Instructors:  
Arthur Anderson  
Cheryl Shaffer  
Harvey Watson

Clerical Assistant:  
Janet Gera

### CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Advanced Private Security Academy	<b>CIP Code:</b> 43.0120
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>80</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE			LABORATORY			WORK-BASED ACTIVITIES			COURSE TOTALS			
	Click in the box in the far right column if any course instruction is available via distance education delivery modes.			Click in the box in the far right column if any course instruction is available via distance education delivery modes.			Click in the box in the far right column if any course instruction is available via distance education delivery modes.			Clock	Credit	Clock	
	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Clock Hours	Credit Hours	DE	Hours	Hours	Hours	
Use one line for EACH COURSE.													
Powers to Arrest	8		<input type="checkbox"/>			<input type="checkbox"/>							
Public Relations, Documentation, Communication & Legality	12		<input type="checkbox"/>			<input type="checkbox"/>							
Basic Employer Requirements	20		<input type="checkbox"/>			<input type="checkbox"/>							
School Security – SB 1626	8		<input type="checkbox"/>			<input type="checkbox"/>							
Courtroom	4		<input type="checkbox"/>			<input type="checkbox"/>							
Parking/Traffic Control	2		<input type="checkbox"/>			<input type="checkbox"/>							
Radio Procedures	2		<input type="checkbox"/>			<input type="checkbox"/>							
Firearms & Baton Training & Requalification	16		<input type="checkbox"/>			<input type="checkbox"/>							
Fire Safety	4		<input type="checkbox"/>			<input type="checkbox"/>							
Stun Gun / Air Taser	4		<input type="checkbox"/>			<input type="checkbox"/>							
<b>TOTAL ALL COLUMNS</b>	<b>80</b>											<b>80</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)



## INTRODUCTION

The Downey Adult School Career and Education Center's Advanced Private Security Academy started on September 1, 2018. DAS received their BSIS Firearms and Baton Training Certification on September 1, 2018. The Advanced Private Security Academy at DAS is a short-term training program designed and focused on preparing students for a career in law enforcement/security field. This security academy course complies with the Department of Consumer Affairs' skills training for security guards. (Authority cited: 7581, Business and Professions code, Reference: Sections 7583.6 and 7583.7, Business and Professions code)—BSIS-Bureau of Security Investigative Services.

## ANALYSIS

### **Admissions**

#### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Advanced Private Security Academy program are contained in the Advanced Private Security Academy section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Advanced Private Security Academy program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*The Downey Adult School Career and Education Center's Advanced Private Security Academy program does not require the use of technology.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Advanced Private Security Academy program also operates under the guidelines and oversight of the Bureau of Security Investigative Services (Authority cited: 7581, Business and Professions code, Reference: Sections 7583.6 and 7583.7, Business and Professions code.)*

*The Advanced Private Security Academy program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Advanced Private Security Academy program are also contained in the student orientation handouts/Program Overview which is issued to all students enrolled in the program. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Advanced Private Security Academy program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Downey Adult School Career and Education Center's Advanced Private Security Academy program has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Advanced Private Security Academy program objectives are included in the school catalog in both printed and electronic versions, and in the course overview, course syllabus, outlines, and program orientation materials. The course objectives are determined by the Bureau of Security Investigative Services and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Bureau of Security Investigative Services also schedules periodic compliance visits to validate the school's program. The Advisory Committee reviews the viability and relevancy of the Advance Private Security Academy program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working in the law enforcement/security field and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for both traditional classroom and online programs, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Advanced Private Security Academy program with the requirements of the Bureau of Security Investigative Services. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Advanced Private Security Academy is offered approximately nine times per year. The 80-hour program is two weeks in length. The enrollment start/end dates are listed in the course catalog and school website, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Advanced Private Security Academy is approved by the Bureau of Security and Investigative Services and the Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Advanced Private Security Academy is offered only on the DAS campus.*

*The program is supervised by the Director of the Advanced Private Security Academy who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. All students are required to meet minimum proficiency.*

*Each student enrolled in the Advanced Private Security Academy program has a student file which is maintained in the department office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, any certificates received, and miscellaneous documents relative to the program.*



42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Advanced Private Security Academy program is 80 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Advanced Private Security Academy program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*



2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Advanced Private Security Academy program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. It also provides supplemental training for those previously or currently employed in the field. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Advanced Private Security Academy program is set by the Bureau of Security and Investigative Services and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The department chair and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the BSIS Board. The curriculum, outlines, syllabus, and lesson plans are consistent for this traditional program.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Advanced Private Security Academy program is set by the Bureau of Security and Investigative Services and is adhered to, to ensure students master the desired performance competencies required in the field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a security guard. The students are assessed on a regular basis to monitor performance levels toward program mastery.*

**Multi-Part Criterion (8-15)**

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Advanced Private Security Academy program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field. All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the BSIS requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Advanced Private Security Academy program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Advanced Private Security Academy course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Advanced Private Security Academy program uses current industry standard equipment to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The Bureau of Security and Investigative Services requires that institutions offering a BSIS approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Advanced Private Security Academy program utilizes formative and summative testing and assessments aligned with BSIS curricular guidelines and mandates and those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Advanced Private Security Academy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

- 24. Are current;
- 25. Specify expectations for all parties; and,
- 26. Ensure the protection of students.

*The Advanced Private Security Academy at Downey Adult School Career and Education Center does not have a required externship.*

***Multi-Part Criterion (27-29)***

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Advanced Private Security Academy at Downey Adult School Career and Education Center does not have a required externship.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*The Advanced Private Security Academy at Downey Adult School Career and Education Center does not have a required externship.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The physical security field is the second growing industry in the United States. Upon completion of this course, students are able to gain full or part-time employment with starting salary over \$17 per hour. The Security Guard training program is relatively new to the adult school. DAS is actively marketing the program at this time to gain more students.

**SUMMARY**

The Advanced Private Security Academy program is Downey Adult School Career and Education Center's newest career technical education program. We are actively marketing this program as well as reaching out to the community and surrounding areas.

## **Clinical Medical Assistant**

Department Chairperson:  
Ryan Page

Instructors:  
Kathryn Aguirre  
Leonor Gonzalez  
Hernand Morales  
Melinda Nelson  
Julie Spathopoulos  
Victor Velazquez

Clerical Assistants:  
Lucille Molina  
Elizabeth Villalobos

## CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Clinical Medical Assistant – Daytime 12week	<b>CIP Code:</b> 51.0801
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	660	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	20	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	



COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Module 1 Introduction to Medical Assistant	40	<input type="checkbox"/>	40	<input type="checkbox"/>			80	
Module 2 Managing the Medical Office	40	<input type="checkbox"/>	40	<input type="checkbox"/>			80	
Module 3 A & P of Body Systems	40	<input type="checkbox"/>	40	<input type="checkbox"/>			80	
Module 4 Laboratory Procedures I	40	<input type="checkbox"/>	40	<input type="checkbox"/>			80	
Module 5 Laboratory Procedures II	40	<input type="checkbox"/>	40	<input type="checkbox"/>			80	
Module 6 Electronic Health Records	20	<input checked="" type="checkbox"/>	80	<input type="checkbox"/>			100	
Externship		<input type="checkbox"/>			160		160	
<b>TOTAL ALL COLUMNS</b>	200		280		180		660	
							<b>GRAND TOTALS</b>	

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.

Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.

Refer to the latest edition of the Handbook of Accreditation for definitions.

(March 2017)



### CLOCK HOUR/CREDIT HOUR CHART

Program Name: Clinical Medical Assistant – Morning 25 wk	CIP Code: 51.0801
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	660	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit Hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)  Use one line for EACH COURSE.	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Module 1 Introduction to Medical Assistant	50	<input type="checkbox"/>	50	<input type="checkbox"/>			100	
Module 2 Managing the Medical Office	50	<input type="checkbox"/>	50	<input type="checkbox"/>			100	
Module 3 A & P of Body Systems	50	<input type="checkbox"/>	50	<input type="checkbox"/>			100	
Module 4 Laboratory Procedures	50	<input type="checkbox"/>	50	<input type="checkbox"/>			100	
Module 5 Electronic Health Records		<input type="checkbox"/>	100				100	
Externship		<input type="checkbox"/>			160		160	
		<input type="checkbox"/>						
		<input type="checkbox"/>						
<b>TOTAL ALL COLUMNS</b>	<b>200</b>		<b>300</b>		<b>160</b>		<b>660</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)



**CLOCK HOUR/CREDIT HOUR CHART**

<b>Program Name:</b> Clinical Medical Assistant – Afternoon 25 wk	<b>CIP Code:</b> 51.0801
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
**ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.**

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	660	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Module 1 Introduction to Medical Assistant	50		50				100	
Module 2 Managing the Medical Office	50		50				100	
Module 3 A & P of Body Systems	50		50				100	
Module 4 Laboratory Procedures	50		50				100	
Module 5 Electronic Health Records			100				100	
Externship					160		160	
<b>TOTAL ALL COLUMNS</b>	200		300		160		660	
							<b>GRAND TOTALS</b>	

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

### CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Clinical Medical Assistant –Evening 27wk	<b>CIP Code:</b> 51.0801
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>660</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>14</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Module 1 Introduction to Medical Assistant	45	<input type="checkbox"/>	45	<input type="checkbox"/>		<input type="checkbox"/>	90	
Module 2 Managing the Medical Office	45	<input type="checkbox"/>	45	<input type="checkbox"/>		<input type="checkbox"/>	90	
Module 3 A & P of Body Systems	45	<input type="checkbox"/>	45	<input type="checkbox"/>		<input type="checkbox"/>	90	
Module 4 Laboratory Procedures	45	<input type="checkbox"/>	45	<input type="checkbox"/>		<input type="checkbox"/>	90	
Module 5 Electronic Health Records		<input type="checkbox"/>	90	<input type="checkbox"/>		<input type="checkbox"/>	90	
Module 6 Medical Term / Computer Applications	14	<input checked="" type="checkbox"/>	36	<input type="checkbox"/>		<input type="checkbox"/>	50	
Externship		<input type="checkbox"/>		<input type="checkbox"/>	160	<input type="checkbox"/>	160	
<b>TOTAL ALL COLUMNS</b>	<b>194</b>		<b>306</b>		<b>160</b>		<b>660</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods

Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods

Refer to the latest edition of the Handbook of Accreditation for definitions.

(March 2017)

### CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Clinical Medical Assistant – Hybrid	<b>CIP Code:</b> 51.0801
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	660	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Introduction to Medical Assisting	25	✓	8					
A & P I	25	✓	8					
A & P II	25	✓	8					
A & P III	25	✓	8					
A & P IV	25	✓	8					
Clinical Component I	25	✓	8					
Clinical Component II	25	✓	8					
Clinical Component III	25	✓	8					
Clinical Component IV	25	✓	8					
Clinical Component V	25	✓	8					
Clinical Component VI	25	✓	8					
Administrative Component I	25	✓	8					
Administrative Component II	25	✓	8					
Administrative Component III	25	✓	8					
Administrative Component IV	25	✓	8					
EXTERNSHIP					165		165	
<b>TOTAL ALL COLUMNS</b>	<b>375</b>		<b>120</b>		<b>165</b>		<b>660</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 (March 2017)

## INTRODUCTION

The Clinical Medical Assistant program was established September 2004 to prepare students for employment as Clinical Medical Assistant. Students must complete the prescribed course of study with a minimum grade of 75% to be eligible to receive a certificate of completion as a Clinical Medical Assistant. All of various Clinical Medical Assistant sections offered has an enrollment of 131 students. Average completion times are determined by class schedule and average from 12, 15, 25, and 27 weeks depending on the chosen class.

## ANALYSIS

### **Admissions**

#### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Clinical Medical Assistant program are contained in the Clinical Medical Assistant section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Clinical Medical Assistant program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Clinical Medical Assistant program sets the skill levels and performance mandates for the program for students to obtain a certificate of completion*

*The Clinical Medical Assistant program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Clinical Medical Assistant program is excellent with the average salary approximately five percent higher than the per capita income level in California.*



**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS website (www.das.edu). Information on specific admission policies and requirements for the Clinical Medical Assistant program are also contained in the student orientation handouts and Clinical Medical Assistant program overview which is issued to all students enrolled in the program. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Clinical Medical Assistant program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Clinical Medical Assistant program at Downey Adult School Career and Education Center Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Clinical Medical Assistant program objectives are included in the school catalog in both printed and electronic versions, and in the course overview, course syllabus, outlines, and program orientation materials. The course objectives are determined by industry standards and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Advisory Committee reviews the viability and relevancy of the Clinical Medical Assistant program and makes recommendations at the biannual meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working as a Clinical Medical Doctor, Doctor of Osteopathy, Physician Assistant, Registered Nurse, or Clinical Medical Assistant and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for the traditional classroom program, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Clinical Medical Assistant program with the requirements. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*



27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. On average, the salary for programs completers is approximately five percent higher than the per capita income in California. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Clinical Medical Assistant program is a 660 hours course program offered in 12, 15, 25, or 27 weeks per year with an average student completing the program in seven months. New student cohorts are accepted every two and five weeks. The enrollment start/end dates are listed in the course catalog, school website, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Clinical Medical Assistant distance education delivery method is identical to the traditional classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting. The online and traditional classes use the identical syllabi and orientation and program overview materials.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Clinical Medical Assistant program operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Clinical Medical Assistant program is offered only on the DAS campus. The program is supervised by the Director of Allied Health who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. All students are required to meet minimum proficiency.*

*Each student enrolled in the Clinical Medical Assistant program has a student file which is maintained in the main office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, any certificates received, and miscellaneous documents relative to the program.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Clinical Medical Assistant program is 660 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Clinical Medical Assistant program response time listed in the syllabus for asynchronous online classes is within 24 hours, Monday through Friday, and within 48 hours on weekends and holidays.*

### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Clinical Medical Assistant Program at Downey Adult School Career and Education Center Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Clinical Medical Assistant program guides students learning through course outlines, competency forms to record student progress, medical equipment and instruments, and patient care supplies used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Clinical Medical Assistant program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. It also provides supplemental training for those previously or currently employed in the field. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Clinical Medical Assistant program is set by the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Allied Health and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies. The curriculum, outlines, syllabus, and lesson plans are consistent for the traditional and online programs.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for Clinical Medical Assistant program is set to ensure students master the desired performance competencies required in the field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a phlebotomist. The students are assessed on a regular basis to monitor performance levels toward program mastery.*

**Multi-Part Criterion (8-15)**

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Clinical Medical Assistant program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Clinical Medical Assistant program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Clinical Medical Assistant program course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Clinical Medical Assistant program uses current industry standard medical equipment, machines, instruments, patient-care supplies, and software programs to meet industry standards. The program's Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*The Clinical Medical Assistant program utilizes formative and summative testing and assessments aligned with curricular guidelines required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Clinical Medical Assistant program uses Blackboard Courseites as the instructional delivery platform, with Downey Adult School Career and Education Center providing the curricular content of the program. The online program and technology needs are overseen by the assistant principal with technology needs and issues being discussed in scheduled department meetings. The school is responsible for the procurement of all online instructional programs and for maintaining relevant courseware. The online learning system programs are evaluated toward the end of the year to maintain compliance with the curricular expectations of DAS, in addition to cost and budgetary guidelines. The assistant principal recommends any changes or upgrades to the software programs and agreements to the principal for consideration.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Clinical Medical Assistant distance education is identical to the traditional classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting. The online and traditional classes use the identical syllabi, orientation, and program overview materials.*



22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*All students enrolling in distance education are required to complete a registration form agreeing to the terms of the program. All online learning programs require that students receive a secure user name and password for the specific program. All tests are given on campus with the instructor.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Blackboard Coursesites platform allows instructors in the Clinical Medical Assistant online program to access and monitor student activity in the program. Instructors have access to view progress on the different assigned lessons, activity time spent on each lesson, number of times logged on to the program, and the time of day the activity took place. They also can monitor downloads, discussion board participation, assessment results, and progression within the course. Students are required to take all exams on campus under the supervision of the course instructor or proctor.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Clinical Medical Assistant program includes workplace assignments off-site totaling 160 hours of work-based activity. The workplace agreements are reviewed by the Director of Allied Health and administration and renewed on a yearly basis as determined by program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*



#### ***Multi-Part Criterion (27-29)***

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Clinical Medical Assistant program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training assignments. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Clinical Medical Assistant program are supervised by the Director of Allied Health who holds a California teaching credential. The Director routinely performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Clinical Medical Assistant program is a popular program with an enrollment of over 130 students who must meet and verify program competencies in different areas which must be recorded. The clerical position is shared with other programs at the school which limits the number of hours the clerical person is available each day. The lead teacher assists with clerical tasks in the absence of the clerical person in order to maintain timely documentation of student progress.

**SUMMARY**

The Clinical Medical Assist program has been a popular program at Downey Adult School Career and Education Center since beginning the program in 2004. The public Clinical Medical Assistant program is established in the area and offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment to the program and that students are prepared for entry into the workforce of this in-demand profession.

## **Court Reporting**

Department Chairperson:  
Jocelyn Epperson

Instructors:  
Michelle Ando  
Susie Chiaravalotti  
Jocelyn Epperson  
Carrie Ravenscroft

Clerical Assistant:  
Amalia Gonzalez

## CLOCK HOUR/CREDIT HOUR CHART

Program Name: **Court Reporting** CIP Code: **22.0303**

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>4440</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CREDIT Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE:								
English Grammar (Beg)	65						65	
English Grammar (Adv)	65						65	
Punctuation	65						65	
Vocabulary	65						65	
Medical I and II	130						130	
Legal Terminology	78						78	
Criminal Law & Procedures	78						78	
Court Procedures	65						65	
Deposition Procedures	65						65	
Technical software (Beg)	26						26	
Technical software (Adv)	26						26	
Transcription Preparation	60						60	
CSR Preparation	60						60	
Observation Hours	10						10	
Apprenticeship / Intern Hours					50			
Theory	1178						1178	
Speed 60-120 wpm	1178						1178	
Speed 140-225 wpm	1178						1178	
<b>TOTAL ALL COLUMNS</b>	<b>4390</b>				<b>50</b>		<b>4440</b>	
							<b>GRAND TOTALS</b>	

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods  
 (March 2017)

## **INTRODUCTION**

The Court Reporting program (Certified Shorthand Reporter) was established in 1975 and is approved by the Certified Shorthand Reporters (CSR) Board of California. Students prepare for employment as a court reporter, deposition reporter, CART Provider (Communication Access Real-time Translation), Broadcast Captioner, Scopist (CSR Editor), and Proofreader. Students have the option of enrolling in a traditional classroom instructional setting or in the online program. Regardless of the method of instructional delivery, all students must complete the prescribed course of study with a minimum grade of 70% to be eligible to take the Certified Shorthand Reporters (CSR) examination. The Court Reporting program has an enrollment of 145 students with an average completion time of four years.

## **ANALYSIS**

### **Admissions**

**The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Court Reporting program are contained in the Court Reporting section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog, CSR Student Handbook, and student orientation materials to address admissions qualifications and program requirements pertaining to the Court Reporting program.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the CSR program regardless of the method of delivery. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time regardless of their chosen method of delivery.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Court Reporting program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Court Reporting program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Court Reporting program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Court Reporting program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Court Reporting program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Students in the online program participate in an online orientation session for the use of technology in the online program. Technical support is available to all students, regardless of delivery method, by the instructor, access to contracted software program provider's help desk and technology department, and the Downey Unified School District Information Technology department.*

#### **Programs**

##### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Court Reporting program also operated under the guidelines and oversight of the Court Reporters Board of California which, sets the skill levels and performance mandates for state licensure. The Court Reporting program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Court Reporter program is excellent with the average salary 25 percent higher than the median income level in Southern California.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Court Reporting program are also contained in the student orientation handouts and CSR Handbook which, is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Court Reporting program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Court Reporting program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Court Reporting program objectives are included in the school catalog in both printed and electronic versions, and in the CSR Handbook, course syllabus, outlines, and program orientation materials. The course objectives are determined by the Court Reporters Board of California and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*



**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. In addition to the CDE requirement, each year, a Statement of Compliance is compiled and sent to the Court Reporters Board of California to verify compliance with Board policies, procedures, curricular guidelines. The CSR Board also schedules periodic compliance visits to validate the school's program. The Advisory Committee reviews the viability and relevancy of the Court Reporting program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working court reporters from both depositions and court areas and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for both traditional classroom and online programs, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Court Reporting program with the requirements of the Court Reporters Board of California. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. On average, the salary for programs completers is 25 percent higher than other occupations. The cost of the program is generally half of the cost of non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Court Reporting program is 45 weeks per year with an average student completing the program in four years. New student cohorts are accepted three times per year and transfer students are accepted each month. Challenge exams are offered so students have an opportunity to complete the program faster than the average program completer. The enrollment start/end dates are listed in the course catalog and school website, CSR Handbook, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Court Reporting distance education delivery method is identical to the traditional classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting. The online and traditional classes use the identical syllabi and orientation and program overview materials.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Court Reporting program is approved by the Court Reporters Board of California and the Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Court Reporting program is offered only on the DAS campus.*

*The program is supervised by the Director of Court Reporting who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers. All students are required to meet minimum proficiency by passing tests at a minimum level of 95% accuracy.*

*Each student enrolled in the Court Reporting program has a student file which is maintained in the department office. The file contains students' high school transcript, speed and accuracy test results, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Court Reporting program offered on site and online are described identically in the printed and online version of the school catalog. Both versions list tuition and refund policies, academic requirements, and information technology requirements.*

*The Court Reporting program is supervised by the Court Reporting Director. The Director's office is located in the Court Reporting lab with office hours from 8:00 a.m. to 5:00 p.m., with the exception of 9:00 to 10:00 a.m. when the Director is teaching class. The Director provides students an email address and personal phone number for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Court Reporting program is 4440 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Court Reporting program response time listed in the syllabus for asynchronous online classes is within 24 hours, Monday through Friday, and within 48 hours on weekends and holidays.*

**REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Court Reporting Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

**Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Court Reporting program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Court Reporting program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. It also provides supplemental training for those previously or currently employed in the field. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to write resumes, participate in group discussions, and work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork. Students are also required to complete observation and apprenticeship hours with a certified court reporter.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Court Reporting program is set by the Certified Shorthand Reporters Board and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The department chair and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the CSR Board. The curriculum, outlines, syllabus, and lesson plans are consistent for both the traditional and online programs.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Court Reporting program is set by the CSR Board and is adhered to, to ensure students master the desired performance competencies required in the court reporting field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a court reporter. The Court Reporting students are assessed on a regular basis to monitor performance levels toward program mastery.*

### ***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

### **Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Court Reporting program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the CSR Board requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*



16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Court Reporting program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Court Reporting course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Court Reporting program uses current industry standard equipment, machines and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The Certified Shorthand Reporters Board requires that institutions offering a CSR Board approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Court Reporting program utilizes formative and summative testing and assessments aligned with the CSR Board curricular guidelines and mandates and those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*



20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The online Court Reporting program uses Blackboard Coursesites as the instructional delivery platform, with Downey Adult School providing the curricular content of the program. The online program also uses EV360 Educational Solutions (EV360) and Reporters Transcription Center (RTC) for supplemental instruction in theory and speed training, respectively. The online program is taught by the same instructor that teaches in the traditional program. The online program and technology needs are overseen by the assistant principal with technology needs and issues being discussed in scheduled department meetings. The school is responsible for the procurement of all online instructional programs and for maintaining relevant courseware. The district controls and maintains the technology infrastructure of the school as written in the district technology plan. The school website is maintained by DigiCal, Inc. a third-party contractor on an annual basis, and the social media communication is maintained by the assistant principal. The online learning system programs are evaluated toward the end of the year to maintain compliance with CSR Board and the curricular expectations of DAS, in addition to cost and budgetary guidelines. The assistant principal recommends any changes or upgrades to the software programs and agreements to the principal for consideration.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Court Reporting distance education delivery method is identical to the traditional classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting. The online and traditional classes use the identical syllabi, orientation, and program overview materials.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*All students enrolling in distance education are required to complete a registration form agreeing to the terms of the program. All online learning programs require that students receive a secure user name and password for the specific program. Students are required to take qualifier exams on campus under the supervision of the course instructor or proctor.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Blackboard Coursesites, EV360, and RTC platforms allow instructors in the Court Reporting online program to access and monitor student activity in the program. Instructors have access to view progress on the different assigned lessons, activity time spent on each lesson, number of times logged on to the program, and the time of day the activity took place. They also can monitor downloads, discussion board participation, assessment results, and progression within the course. Students are required to take qualifier exams on campus under the supervision of the course instructor or proctor.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Court Reporting program includes workplace assignments off-site totaling 60 hours of work-based activity. The workplace agreements are reviewed by the Director of the Court Reporting program and administration and renewed on a yearly basis based on program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the CSR Board and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

### **Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Court Reporting program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training modules in the form of externships. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Court Reporting program are supervised by the program Director who holds a California teaching credential. The Director performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*

### CHALLENGES & SOLUTIONS

Downey Adult School has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Court Reporting program is a very popular program with a consistent enrollment of over 140 students who must meet and verify program competencies in different areas which must be recorded. The clerical position is shared with other programs at the school which limits the number of hours the clerical person is available each day. The department chair assumes the clerical tasks in the absence of the clerical person in order to maintain timely documentation of student progress. As the Court Reporting program increases in popularity with the pending changes to testing requirements and preparation techniques for voice recognition software, an increase in enrollment would allow for more dedicated clerical support for the program.

### SUMMARY

The Court Reporting program is Downey Adult School's oldest and most popular program at the school since the mid-1970s and is the largest public Court Reporting programs in California. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment to both the traditional and online programs in that students are prepared for entry into the workforce of this highly in-demand profession and are poised to meet the planned changes in the field.

## **Dental Assistant**

Department Chairperson:

Mai Dunbar

Instructors:

Lina Bocanegra

Rosa Burns

Mai Dunbar

Theresa Hurtado

Agnes Roxas

Manolita Teh

Larice Washington

Clerical Assistant:

Alejandro Valencia

## CLOCK HOUR/CREDIT HOUR CHART

Program Name: <b>Dental Assistant</b>	CIP Code: <b>51.0601</b>
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours. ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>800</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)  Use one line for EACH COURSE.	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Introduction to Dental Concepts (blended module)	80			20				
Patient Information Assessment, Foundation of Clinical Dentistry	50			50				
The Dental Assisting Profession, Oral Health, Prevention of Dental disease and Coronal Polishing	50			50				
Foundations of Radiology, Radiology Equipment, and Radiation Safety	50			50				
Dental Specialty and Assisting in Comprehensive Care	50			50				
Dental Administration, Dental Billing and Communication	50			50				
Externship							200	
<b>TOTAL ALL COLUMNS</b>	<b>330</b>			<b>270</b>			<b>200</b>	
<b>GRAND TOTALS</b>								

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

## INTRODUCTION

The Dental Assistant program was established in 2008 and is approved by the Dental Board of California to prepare students for employment as a dental assistant, dental front office coordinator, or dental biller. Students must complete the prescribed course of study with a minimum grade of 75% to be eligible to receive a Dental Board of California approved certificate of completion as a Dental Assistant. The full-time Dental Assistant program has an enrollment of 63 students with an average completion time of 40 weeks.

## ANALYSIS

### **Admissions**

#### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Dental Assistant program are contained in the Dental Assistant section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Dental Assistant program regardless of the method of delivery. DAS only offers traditional classroom instruction for the Dental Assistant program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time in the traditional classroom instructional setting.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Dental Assistant program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Dental Assistant program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Dental Assistant program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Dental Assistant program at Downey Adult School Career and Education Center does not admit students by exception.*



11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Dental Assistant program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Dental Assistant program also operates under the guidelines and oversight of the Dental Board of California which, sets the skill levels and performance mandates for state sanctioned Dental Assistant certificate of completion. The Dental Assistant program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Dental Assistant program is excellent with the average salary 10 percent higher than the per capita income level in California.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Dental Assistant program are also contained in the student orientation handouts and Dental Assistant Handbook which, is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's Dental Assistant program Director and administration oversee the program to ensure consistency in the application of all policies of the Dental Assistant program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Dental Assistant program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Dental Assistant program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The course objectives are determined by the Dental Board of California. Guidelines and the curriculum are based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*The California Department of Education requires all course outlines be revised every two years to reflect current industry standards. In addition to the CDE requirement, each year, an annual program update is received from the Dental Board of California to implement the new policies, procedures, and curricular guidelines into the program to be in compliance with Board. The program Director attends annual program update meetings through the California Association of Dental Assisting Teachers to obtain information on issues influencing education, regulation, and guidelines for the Dental Assisting program. The Advisory Committee reviews the viability and relevancy of the Dental Assistant program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working Dentist, Registered Dental Assistants, and Dental Assistants from dental offices and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for traditional classroom program, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Dental Assistant program with the requirements of the Dental Board of California. The Minutes are transcribed following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committee, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. On average, the salary for programs completers is 10 percent higher than the per capita income in California. The cost of the program is generally less than half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Dental Assistant program is an 800 clock hours course with an average student completing the program in one year. New student cohorts are accepted two times per year. The enrollment start/end dates are listed in the course catalog and school website, Dental Assistant Handbook, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Dental Assistant program is approved by the Dental Board of California and the Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Dental Assistant program is offered only on the DAS campus.*

*The program is supervised by the Dental Assistant program Director who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers. All students are required to meet minimum proficiency by passing tests at a minimum level of 75% accuracy.*

*office. The file contains students' high school transcript, health clearance document, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Dental Assistant program is offered only on-site as described in the printed and online version of the school catalog. Both versions list tuition and refund policies, academic requirements, and Information technology requirements.*

*The Dental Assistant program is supervised by the Dental Assistant Director. The Director maintains office hours in the main office building Monday through Thursday from 9:00am to 2:00pm. The Director provides students an email address and personal phone number for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Dental Assistant program is 800 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

**REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Dental Assistant Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

**Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Dental Assistant program guides students' learning through course outlines, competency forms to record student progress, dental equipment, dental instruments, and patient care supplies used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering patient dental care, communication, record keeping, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Dental Assistant program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to write resumes, participate in group discussions, and work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork. Students are also required to complete clinical hours under the supervision of a Dentist, Registered Dental Assistant (RDA), or Dental Assistant (DA).*



3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Dental Assistant program is set by the Dental Board of California and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The department chair and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the Dental Board of California.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Dental Assistant program is set by the Dental Board of California and is adhered to, to ensure students master the desired performance competencies required in the Dental Assistant field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a dental assistant. The Dental Assistant students are assessed on a regular basis to monitor performance levels toward program mastery.*



***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
  16. Meets at least twice annually;
  17. Ensures that no fewer than three months separate each official committee meeting; and,
  18. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
  19. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Dental Assistant program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field. All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry.*

*The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the Dental Board of California requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Dental Assistant program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Dental Assistant course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Dental Assistant program uses current industry standard dental equipment, machines, dental instruments, patient-care supplies, and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The Dental Board of California requires that institutions offering an approved Dental Assistant program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Dental Assistant program utilizes formative and summative testing and assessments aligned with the Dental Board of California curricular guidelines and mandates and those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Dental Assistant program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Dental Assistant program includes workplace assignments off-site totaling 200 hours of work-based activity. The workplace agreements are reviewed by the Director of the Dental Assistant program and administration and renewed on a yearly basis as determined by program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the Dental Board of California and the school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Dental Assistant program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training assignments. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Dental Assistant program are supervised by the program Director who holds a California teaching credential and is a Registered Dental Assistant through the Dental Board of California. The Director performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*

#### **CHALLENGES & SOLUTIONS**

Downey Adult School has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Dental Assistant program is in a growth phase with an enrollment of approximately 60 students divided between the day and evening classes. With the recent capital expenditure for the construction of a new dental lab, class enrollment needs to meet a threshold of 22 students per class to meet the district mandate of self-sufficiency. A major challenge is recruiting students to meet enrollment mandates and future growth. Recruitment efforts are connected to marketing challenges due to budgetary constraints. Downey Adult School continues to look for ways to economically advertise programs through the school website, social media, connections with the PAACE adult education regional consortium, communication and interaction with the district high school programs, and community organizations.

#### **SUMMARY**

The Dental Assistant program has been a popular program at Downey Adult School Career and Education Center since 2008. The public Dental Assistant program is a well-established and highly respected program in the area and offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment to the program and that students are prepared for entry into the workforce of this in-demand profession.

## **EKG/ECG**

Department Chairperson:  
Ryan Page

Instructors:  
Angelique Jones  
George Markos

Clerical Assistant:  
Lucille Molina  
Elizabeth Villalobos

# Standard Two Educational Programs EKG/ECG

## CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> EKG/ECG	<b>CIP Code:</b> 51.0902
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>50</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE. Introduction, Anatomy Electrocardiogram, Infection Control	10							10
Normal Heart Rhythm and Analyzing ECG	10							10
Abnormal Rhythms	25							25
Holter monitor and Stress Testing	5							5
<b>TOTAL ALL COLUMNS</b>	<b>50</b>							<b>50</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program - Program that requires all instructional hours to be completed on campus.  
 Hybrid Program - Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

### INTRODUCTION

This ECG/EKG course is a complete and comprehensive, fast-paced class designed to provide instruction in electrocardiography testing procedures used in detecting heart disease and other cardiovascular disorders. During this 50-hour course, students will be instructed in the use and operation of the ECG/EKG equipment, which will include troubleshooting, lead placement in 12-lead ECG/EKG, use and understanding of ECG/EKG grid paper, and recognizing normal and abnormal ECG/EKG patterns in all 12 leads, including cardiac arrhythmias. Students who successfully complete the course will be prepared to take the national certification test. The national certification test is given on campus on the last day of class.

### ANALYSIS

#### **Admissions**

##### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the EKG / ECG program are contained in the EKG / ECG section of the catalog in both printed and electronic versions. Program orientation and overview, admission policies and procedures are covered during the first day of class.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the first day of class, students are given a program orientation and overview, which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The Director of Allied Health routinely verifies that all publications both hard-copy and online consistently articulate the ECG/EKG admissions policies. Before any publications or website changes are made, the Director of Allied Health, Assistant Principal, and Director of Marketing review and verify them before they are disseminated for release to the public. Admissions policies are shared in the school's Course Catalog and Student Contract.*



4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the EKG / ECG program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus., The admission requirement for the EKG / ECG program are reviewed during the first day of class when students receive a Course Syllabus, Course Outline and Student Contract.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The EKG / ECG program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The EKG / ECG program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The EKG / ECG program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The EKG / ECG program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The EKG / ECG program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The EKG / ECG program also follows the guidelines of the National Healthcareer Association (NHA). The EKG / ECG program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website (www.das.edu). Information on specific admission policies and requirements for the EKG / ECG program are also contained in the student orientation handouts, which is issued to all students enrolled in the program. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The Director of Allied Health and administration oversee the program to ensure consistency in the application of all policies of the EKG / ECG program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The EKG / ECG program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The EKG / ECG program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The assessments of each student are based upon the program objectives and content of the EKG / ECG program through testing and skill testing. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. A systematic process has been implemented to document the objectives and content of the EKG / ECG program are current based on the National Healthcareer Association guidelines and practice. The Advisory Committee reviews the viability and relevancy of the EKG / ECG program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working EKG / ECG Technicians and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, and program length for classroom program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the EKG / ECG program with the requirements of the National Healthcareer Association. The minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The EKG/ECG program is offered approximately six times a year. The 50- hour course is offered in the evenings and during the day. The enrollment start/end dates are listed in the course catalog and school website, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The EKG/ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The EKG / ECG program is approved and administered under established institutional policies and procedures which is listed in our catalog as WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education). The EKG / ECG program is offered only on the DAS campus.*

*The program is supervised by the Director of Allied Health who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

*Each student enrolled in the EKG / ECG program has a student file which is maintained in the department office. The file contains students' high school transcript, speed and accuracy test results, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The EKG / ECG program is supervised by the Director of Allied Health. The Director's office is located in the room M-106. The Director provides students an email address for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The EKG / ECG program is 50 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The EKG / ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The EKG / ECG Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The EKG / ECG program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*



2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The EKG / ECG program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the EKG / ECG program is set by the National Healthcareer Association and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Allied Health and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the National Healthcareer Association. The curriculum, outlines, syllabus, and lesson plans are consistent for this course.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the EKG / ECG program is set by the National Healthcareer Association and is adhered to, to ensure students master the desired performance competencies required in the EKG / ECG field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of an EKG / ECG Technician.*



***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The EKG / ECG program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the Director of Allied Health, instructors, and site administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the National Healthcareer Association requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The EKG / ECG program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The EKG / ECG course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The EKG / ECG program uses current industry standard equipment, machines and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The National Healthcareer Association recommends that institutions offering an EKG / ECG approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the EKG / ECG program utilizes formative and summative testing and assessments aligned with the National Healthcareer Association curricular guidelines and mandates those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The EKG / ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The EKG / ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The EKG / ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The EKG / ECG program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The EKG / ECG program at Downey Adult School Career and Education Center does not have a required externship.*

***Multi-Part Criterion (27-29)***

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The EKG / ECG program at Downey Adult School Career and Education Center does not have a required externship.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*The EKG / ECG program at Downey Adult School Career and Education Center does not have a required externship.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The EKG / ECG program is an increasingly in-demand program with consistent enrollment of students. Most students complete this program in addition to other CTE programs ; for example, Clinical Medical Assistants complete the EKG / ECG program to make themselves more employable.

**SUMMARY**

The EKG / ECG program at Downey Adult School Career and Education Center is growing and gaining popularity. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment in that students are prepared for entry into the workforce of this highly in-demand profession.

## **Emergency Medical Technician**

Department Chairperson:  
Mariana Pacheco

Instructors:  
Matthew Carstairs  
Luis Cervantes  
Mario C. Guerra  
David Holcombe  
Shawn Youngblood

Clerical Assistant:  
Alejandro Valencia

### CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Emergency Medical Technician	<b>CIP Code:</b> 51.0904
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	194	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	0	Total Required QUARTER Credit hours: (Must equal Grand Total below)	0
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours: available via distance education:	0	Total Required QUARTER Credit hours: available via distance education:	0

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) <small>Use one line for EACH COURSE.</small>	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
AHA Basic Life Support Introduction, Well Being, Lifting and Moving, Medical/Legal Issues	6						6	
Foundations	24						24	
Airway Management, Respiration, and Artificial Respiration	15						15	
Patient Assessment	9						9	
Medical Emergencies/Medications/ Glucose Monitoring	15						15	
Trauma/Active Shooter	30						30	
Special Populations/OB/Peds/Geriatric/Special Challenges	30						30	
Operations	21						21	
Externsip/Ride-Along	20						20	
<b>TOTAL ALL COLUMNS</b>	<b>170</b>						<b>194</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

### INTRODUCTION

The Emergency Medical Technician (EMT) course prepares the EMT student to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the prehospital setting, and providing patient transportation. An Emergency Medical Technician (EMT) is an entry level patient care provider in emergency medical services. EMTs care for the sick or injured in emergency settings. The course prepares students to provide pre-hospital assessment and care for patients of all ages. Student's emphasis is on patient assessment, communication, ambulance operations, and patient care in accordance to the Los Angeles County Emergency Medical Services Agency and the State of California regulations. February of 2015 was when Downey Adult School Career and Education Center initiated its first Emergency Medical Technician program (EMT). This course is a 14-week course, Monday through Thursday from 6:00 pm to 9:00 pm and some Saturdays from 8:00 am to 10:00 am. Students who receive a DAS Course Completion Record are eligible to take the National Registry of Emergency Medical Technician (NREMT) exam

### ANALYSIS

#### **Admissions**

**The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Emergency Medical Technician program are contained in the Emergency Medical Technician section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*



3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Emergency Medical Technician program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Emergency Medical Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Emergency Medical Technician program at Downey Adult School Career and Education Center does not admit students by exception.*



9. Provide documented evidence on how they are used;

*The Emergency Medical Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Emergency Medical Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

#### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Emergency Medical Technician program also operates under the guidelines and oversight of the Emergency Medical Services Authority and Los Angeles County (EMS). The Emergency Medical Technician program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website (www.das.edu). Information on specific admission policies and requirements for the Emergency Medical Technician program are also contained in the student orientation handouts, which is issued to all students enrolled in the program. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's Director of Nursing and administration oversee the program to ensure consistency in the application of all policies of the Emergency Medical Technician program.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Emergency Medical Technician program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The course objectives are determined by the Emergency Medical Services Authority (EMS) and Los Angeles County EMS Guidelines and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Emergency Medical Services Authority and Los Angeles County EMS also schedules periodic compliance visits to validate the school's program. The Advisory Committee reviews the viability and relevancy of the Emergency Medical Technician program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working Emergency Medical Technicians and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, and program length for classroom program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Emergency Medical Technician program with the requirements of the Emergency Medical Services Authority and Los Angeles County EMS. The minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Emergency Medical Technician program is a 194 hours course. The didactic portion is 170 hours and the clinical portion is 24 hours. DAS places students at approved sites to complete the clinical portion of the program. Students are informed in the orientation and in the classroom that they can request specific sites and locations to complete the clinical portion, but that is not guaranteed since DAS must use approved ambulatory companies.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Emergency Medical Technician program is approved by the Emergency Medical Services Authority and Los Angeles County EMS and administered under established institutional policies and procedures which is listed in our catalog as WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education). The Emergency Medical Technician program is offered only on the DAS campus.*

*The program is supervised by the Director of Nursing who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

*Each student enrolled in the Emergency Medical Technician program has a student file which is maintained in the department office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Emergency Medical Technician program is supervised by the Director of Nursing. The Director's office is located in the Main Office. The Director provides students an email address for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Emergency Medical Technician program is 194 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Emergency Medical Technician Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Emergency Medical Technician program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Emergency Medical Technician program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are also required to complete externship hours with an approved ambulatory company.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Emergency Medical Technician program is set by the Emergency Medical Services Authority and Los Angeles County EMS and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Nursing, department chair, and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the Emergency Medical Services Authority and Los Angeles County EMS. The curriculum, outlines, syllabus, and lesson plans are consistent for this course.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Emergency Medical Technician program is set by the Emergency Medical Services Authority and Los Angeles County and is adhered to, to ensure students master the desired performance competencies required in the EMT field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of an Emergency Medical Technician.*



***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Emergency Medical Technician program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the Director of Nursing, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the Emergency Medical Services Authority and Los Angeles County EMS requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*



16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Emergency Medical Technician program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Emergency Medical Technician course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Emergency Medical Technician program uses current industry standard equipment, machines and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The Emergency Medical Services Authority and Los Angeles County EMS requires that institutions offering an Emergency Medical Technician approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Emergency Medical Technician program utilizes formative and summative testing and assessments aligned with the Emergency Medical Services Authority and Los Angeles County EMS curricular guidelines and mandates those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Emergency Medical Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Emergency Medical Technician program includes workplace assignments (externship) off-site totaling 24 hours of work-based activity. The workplace agreements (contracts) are reviewed by the Director of Nursing and administration and renewed on a yearly basis based on program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the Emergency Medical Services Authority and Los Angeles County EMS and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Emergency Medical Technician program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training modules in the form of externships. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Emergency Medical Technician program are supervised by the Director of Nursing. The Director performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Emergency Medical Technician program is a very popular program with consistent enrollment of students who must meet and verify program competencies in different areas which must be recorded. Challenges faced within the program are the need for more externship sites, additional laboratory space, and updated equipment. As the program continues to grow, the Administration of the school will continue to evaluate the budget for purchases. Some externship sites have students that take a longer amount of time to fulfill their requirements. All Emergency Medical Technician program externship sites must be approved by the school board. Finding externship sites is a process that can take a long time.

**SUMMARY**

The Emergency Medical Technician program at Downey Adult School Career and Education Center is growing and gaining popularity. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment in that students are prepared for entry into the workforce of this highly in-demand profession.

## **Massage Therapy**

Department Chairperson:  
Richard Monte

Instructors:  
Richard Monte

Clerical Assistant:  
Lucille Molina  
Elizabeth Villalobos

### CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Massage Therapy - Day	<b>CIP Code:</b> 51.3501
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>600</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Mod 1 Swedish/Advanced Circulatory Massage	50	<input type="checkbox"/>	50	<input type="checkbox"/>		<input type="checkbox"/>	100	
Mod 2 Business/Success Skills, Specialty Massage, Health/Wellness	50	<input type="checkbox"/>	50	<input type="checkbox"/>		<input type="checkbox"/>	100	
Mod 3 Sports Massage & Facilitated Stretching	50	<input type="checkbox"/>	50	<input type="checkbox"/>		<input type="checkbox"/>	100	
Mod 4 Deep Tissue/Myofascial Release	50	<input type="checkbox"/>	50	<input type="checkbox"/>		<input type="checkbox"/>	100	
Mod 5 Acupressure/Holistic, Reflexology	50	<input type="checkbox"/>	50	<input type="checkbox"/>		<input type="checkbox"/>	100	
Work Based Activity, Externship		<input type="checkbox"/>			100	<input type="checkbox"/>	100	
<b>TOTAL ALL COLUMNS</b>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<b>600</b>	
<b>GRAND TOTALS</b>								

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 80% of the required instructional hours are available via distance education delivery methods.

Distance Education Program - Program in which 80% or more of the required instructional hours are available via distance education delivery methods.

Refer to the latest edition of the Handbook of Accreditation for definitions.

(March 2017)

### CLOCK HOUR/CREDIT HOUR CHART

Program Name: <b>Massage Therapy - Evening</b>	CIP Code: <b>51.3501</b>
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.

ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>600</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)  Use one line for EACH COURSE.	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Mod 1 Swedish/Advanced Circulatory Massage	32		32				64	
Mod 2 Business/Success Skills	32		32				64	
Mod 3 Specialty/Pregnancy Massage	32		32				64	
Mod 4 Sports Massage	32		32				64	
Mod 5 Facilitated Stretching	32		32				64	
Mod 6 Deep Tissue	32		32				64	
Mod 7 Myofascial Release	32		32				64	
Mod 8 Reflexology/Holistic Massage	32		32				64	
Work Based Activity					88		88	
<b>TOTAL ALL COLUMNS</b>							<b>600</b>	<b>600</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.

Traditional Program – Program that requires all instructional hours to be completed on campus.

Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.

Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.

Refer to the latest edition of the Handbook of Accreditation for definitions.

(March 2017)



### INTRODUCTION

The Downey Adult School Career and Education Center's Massage Therapy program consists of a 600-hour CAMTC (California Massage Therapy Council) approved program designed to teach students educational theory, the functions of the major body systems in conjunction with massage modalities. To complete the program, an externship is required. After completing externship, students will have acquired hands-on skills required for entry-level positions as massage therapists. Upon successful completion, students will have acquired the necessary skills to work and succeed as massage therapists with possibilities of career opportunities in chiropractic offices, spas, hospitals, physical and/or sports therapy offices. Other opportunities include health and wellness clinics as well as self-employed private practices. Downey Adult School Career and Education Center is the only public post-secondary adult school in the state of California to have an approved massage therapy program

### ANALYSIS

#### **Admissions**

#### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Massage Therapy program are contained in the Massage Therapy section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration routinely verifies that all publications both hard-copy and online consistently articulate the Massage Therapy admissions policies. Admissions policies are shared in the school's Course Catalog and Student Contract.*



4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Massage Therapy program regardless of the method of delivery. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time regardless of their chosen method of delivery.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Massage Therapy program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Massage Therapy program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Massage Therapy program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Massage Therapy program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Massage Therapy program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*The Downey Adult School Career and Education Center's Massage Therapy program does not require the use of technology.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Massage Therapy program also operates under the guidelines and oversight of the California Massage Therapy Council of California.*

*The Massage Therapy program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

*The occupational outcome for the Massage Therapy program is expected to grow 26 percent from 2016 to 2026 (cited in the Bureau of Labor Statistics in the field of Massage Therapy).*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website (www.das.edu). Information on specific admission policies and requirements for the Massage Therapy program are also contained in the student orientation handouts and program overview. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Massage Therapy program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Massage Therapy program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Massage Therapy program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The course objectives are determined by the California Massage Therapy Council and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that textbooks or any other printed materials match the stated objectives of the course. These materials are evaluated by CAMTC members throughout the year on a walk-in basis to determine if the skills taught are meeting the current needs of employers in the field. If it is determined that the program is compliant within the set guidelines and policies, the CAMTC provides for four full years of approval.*

*Student achievement is assessed by instructor observation, hands-on and written exams, client feedback, midterm and final exam per module.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. In addition to the CDE requirement, each year, a Statement of Compliance is compiled and presented to the California Massage Therapy Council members to verify compliance with Board policies, procedures, curricular guidelines. The CAMTC also schedules periodic compliance visits to validate the school's program. The CAMTC members review the viability and relevancy of the Massage Therapy program and makes recommendations during meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working as massage therapists and are potential employers for program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Massage Therapy program with the requirements of the California Massage Therapy Council. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. On average, the salary for programs completers is 22 percent higher than other occupations. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Massage Therapy program consists of 500 hours of instruction (and 100 hours of externship). Students acquire the necessary skills to work and succeed in the field of massage therapy. Upon completion, students exit with possible career opportunities in chiropractic offices, spas, hospitals, physical/sports therapy offices, health and wellness clinics cruise ships and self-employed private practices. The enrollment start/end dates are listed in the course catalog and school website, and in the program overview/orientation materials. Therefore, students must successfully complete the didactic portion of the program, pass four exams per module with a minimum 75 percent accuracy while meeting industry curriculum standards and to the satisfaction of the instructor.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Massage Therapy program is approved by the California Massage Therapy Council and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Massage Therapy program is offered only on the DAS campus.*

*The program is supervised by the Director of Massage Therapy who oversees the other program staff members. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, written and hands-on performance, class assignments, performance reports, and exams for all modules. Instructors evaluate students' performance through observations and client feedback. All students are required to meet minimum proficiency by passing tests at a minimum level of 75% accuracy.*

*Each student enrolled in the Massage Therapy program has a student file which is maintained in the department office. The file contains students' high school transcript, test results, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Massage Therapy program offered on site is described in the printed and online version of the school catalog. Both versions list tuition and refund policies and academic requirements.*

*The Massage Therapy program is supervised by the Massage Therapy Director. The Director's office is located inside room H-60 with office hours from 8:30 a.m. to 1:30 p.m. The Director provides students an email address and personal phone number for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Massage Therapy program is 600 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*



**REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Massage Therapy Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

**Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Massage Therapy program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, hands-on skill application, knowledge of major body systems in conjunction with massage modalities which are evaluated throughout the course, and oral presentations.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Massage Therapy program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for entry-level employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to pass an exam for each module, participate in oral presentations, and work on hands-on assignments to stimulate interest and build relevant workplace skills such as respect, professional attire and communication, productivity, and teamwork. Students are also required to complete observation and externship hours with a certified massage therapist.*



3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Massage Therapy program is set by the California Massage Therapy Council (CAMTC) and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Massage Therapy is responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the CAMTC. The curriculum, outlines, syllabus, and lesson plans are consistent with the CAMTC guidelines and requirements.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Massage Therapy program is set by the California Massage Therapy Council and is adhered to, to ensure students master the desired performance competencies required in the massage therapy field. Instruction begins with content covering various types of massage therapies to provide a foundation for more rigorous and continued massage therapy training. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a massage therapist. The Massage Therapy students prepare for hands-on clinical experience through role-play, group projects and demonstrations. Students practice massage techniques, business, ethics, health and wellness protocols and client communication. Students are assessed on a regular basis to monitor performance levels toward program mastery. In addition to 500/512 hours of theory and lab, students must complete a 100-hour externship. Students may be working in a chiropractor's office, a physical therapy center, day spa or hospital at this point.*

***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Massage Therapy program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field. All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to program Director, instructors, and site and district administration. The advisory committee meets biannually. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the CAMTC requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Massage Therapy program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Massage Therapy course outline contains lessons on job related health, safety in the workplace (including fire-prevention). Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Massage Therapy program uses current industry standard equipment. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The California Massage Therapy Council requires that institutions offering a massage therapy program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills are performed strategically in the presence of the instructor and supporting staff to aid the students in meeting workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Massage Therapy program utilizes formative and summative testing and assessments aligned with the California Massage Therapy Council curricular guidelines and mandates and those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, modules, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement. Each student will test a minimum of four times per module to ensure that they meet industry curriculum standards.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Massage Therapy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Massage Therapy program includes workplace assignments off-site totaling 100 hours of work-based activity. Externship is based on numbers of hours completed in didactic. The 32-week program (didactic) hours are 512. In order to complete 500 hours required by the program, students are only required to complete 88 hours of externship. Massage Therapy students that complete the 25-week program are required to complete 100 hours of externship. Work-based Activity partners (Allied Health) sign a contract which outlines the responsibilities of district and agency. The contracts are reviewed every five years. Upon completion of externship hours, the work-based partner will complete a student evaluation and submit to DAS. This ensures that the student has completed the program's required hours.*

***Multi-Part Criterion (27-29)***

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Massage Therapy program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training modules in the form of externships. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Massage Therapy program are supervised by the program Director who holds a California teaching credential. The Director performs observations to monitor student progress and obtain feedback from the worksite supervisor.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Massage Therapy Program has a need for adequate clerical support designated to the program. Clerical support is limited as they are not program-designated specifically. The program Director acts as a liaison between school, agency and the CAMTC. If more clerical support is in place, more communication and dialogue between agencies and the California Massage Therapy Council would be more effective. Classroom space is also limited. The administration is working with district staff on ways to add more classroom space. As more students enroll, more equipment is required, thus decreasing the space necessary to accommodate an adequate learning environment. As more students enroll, the waiting list also increases. DAS Massage Therapy program needs to hire instructors to accommodate the students on the waiting list.

**SUMMARY**

The Massage Therapy program is one of Downey Adult School Career and Education Center's more popular programs. DAS is the only adult school approved by CAMTC to offer this program. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment to the traditional and online programs in that students are prepared for entry into the workforce of this highly in-demand profession and are poised to meet the planned changes in the field.

## **Medical Assistant and Phlebotomy**

Department Chairperson:  
Ryan Page

Instructors:  
Leonor Gonzalez

Clerical Assistant:  
Lucille Molina  
Elizabeth Villalobos



# Standard Two Educational Programs Medical Assistant and Phlebotomy

**CLOCK HOUR/CREDIT HOUR CHART**

<b>Program Name:</b> Medical Assistant and Phlebotomy	<b>CIP Code:</b> 51.1009
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**INSTRUCTIONS:** This chart is to be completed for all programs measured in credit hours.  
**ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.**

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	700	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours available via distance education:	
Total Required QUARTER Credit hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) <small>Use one line for EACH COURSE.</small>	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Module 1 Introduction to Medical Assistant	50	<input type="checkbox"/>	50				100	
Module 2 Managing the Medical Office	50	<input type="checkbox"/>	50				100	
Module 3 A & P of Body Systems	50	<input type="checkbox"/>	50				100	
Module 4 Laboratory Procedures	50	<input type="checkbox"/>	50				100	
Module 5 Electronic Health Records			100				100	
Module 6 Phlebotomy	20	<input type="checkbox"/>	20				40	
Externship					160		160	
<b>TOTAL ALL COLUMNS</b>	220		320		160		700	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)



### INTRODUCTION

The Medical Assistant and Phlebotomy program is designed to meet the needs and standards of the medical business and industry. The Medical Assistant and Phlebotomy program is constantly changing to meet the needs of the marketplace while maintaining the mission and vision of the school as guides. The Medical Assistant and Phlebotomy program is the first step on a path of lifelong learning. Financially, higher salaries may be commanded as experience is gained and certification added. Personally, the student will take pride in knowledge and abilities. Professionally, the student will be respected as a valuable member of the organization. The Medical Assistant and Phlebotomy staff is committed to giving the student tools and information needed to succeed. In addition to imparting basic skills, the program underscores and emphasizes the importance of having good work habits and strong ethics. Such traits ensure that students entering the workplace will be productive and contributing members of society.

### ANALYSIS

#### **Admissions**

**The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Medical Assistant and Phlebotomy program are contained in the Medical Assistant and Phlebotomy section of the catalog in both printed and electronic versions.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Medical Assistant and Phlebotomy program regardless of the method of delivery. Downey Adult School Career and Education Center offers only traditional classroom instruction for the Medical Assistant and Phlebotomy program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time in the traditional classroom instructional setting.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges.*

*The Medical Assistant and Phlebotomy program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Medical Assistant and Phlebotomy program is excellent with the average salary 17 percent higher than the per capita income level in California.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website (www.das.edu). Information on specific admission policies and requirements for the Medical Assistant and Phlebotomy program are also contained in the student orientation handouts and program overview which is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Medical Assistant and Phlebotomy program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Medical Assistant and Phlebotomy program objectives are included in the school catalog in both printed and electronic versions, and in the course overview, course syllabus, outlines, and program orientation materials. The course objectives are determined by the California Department of Public Health/Laboratory Field Services and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*The California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Advisory Committee reviews the viability and relevancy of the Medical Assistant and Phlebotomy program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working in the Medical field and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for both traditional classroom and online programs, program content, outcomes, and the admission process. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Medical Assistant and Phlebotomy program offers a new class every five weeks. The 25-week curriculum totals 700 hours. The enrollment start/end dates are listed in the course catalog, school website, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Medical Assistant and Phlebotomy program is approved by the California Department of Public Health /Laboratory Field Services Guidelines and administered under established institutional policies and procedures which is listed in our catalog as WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education). The Medical Assistant and Phlebotomy program is offered only on the DAS campus.*

*The program is supervised by the Department Chairperson of Allied Health who oversees the other program instructors. The program is monitored and supported by the Director of Nursing (for Phlebotomy) and site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers. All students are required to meet minimum proficiency by passing tests at a minimum level of 75% accuracy.*

*Each student enrolled in the Medical Assistant and Phlebotomy program has a student file which is maintained in the department office. The file contains students' high school transcript, entrance examination results, student background record, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Medical Assistant and Phlebotomy program is offered only on-site as described in the printed and online version of the school catalog. Both versions list tuition and refund policies, academic requirements, and information technology requirements.*



## Standard Two Educational Programs Medical Assistant and Phlebotomy

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*The Medical Assistant and Phlebotomy program is supervised by the Department Chairperson of Allied Health. The Director of Nursing oversees the Phlebotomy portion of the program. The Department Chairperson maintains office hours in Room M106 on Monday, Wednesday, Thursday, Friday from 8:30am – 5:00pm and Tuesday from 11:00am – 7:00pm. The Department Chairperson provides students an email address and personal phone number for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Medical Assistant and Phlebotomy program is 700 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Medical Assistant and Phlebotomy Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*



**Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Medical Assistant and Phlebotomy program guides students learning through course outlines, competency forms to record student progress, medical equipment, and patient care supplies used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering patient care, communication, record keeping, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Medical Assistant and Phlebotomy program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to write resumes, participate in group discussions, and work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork. Students are also required to complete externship hours at an approved phlebotomy laboratory.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Phlebotomy portion of the Medical Assistant and Phlebotomy program is set by the California Department of Public Health/Laboratory Field Services and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Nursing, department chair, and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the California Department of Public Health/Laboratory Field Services. The curriculum, outlines, syllabus, and lesson plans are consistent for this course.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Medical Assistant and Phlebotomy program is set by the California Department of Public Services/Laboratory Field Services and is adhered to, to ensure students master the desired performance competencies required in the Medical field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a medical assistant and phlebotomist.*

**Multi-Part Criterion (8-15)**

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Medical Assistant and Phlebotomy program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field. All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the Director of Nursing, program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the California Department of Public Health/Laboratory Field Services requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Medical Assistant and Phlebotomy program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Medical Assistant and Phlebotomy course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Medical Assistant and Phlebotomy program uses current industry standard medical equipment, machines, patient-care supplies, and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The California Department of Public Health/Laboratory Field Services requires that institutions offering a Medical Assistant and Phlebotomy approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Medical Assistant and Phlebotomy program utilizes formative and summative testing and assessments aligned with the California Department of Public Health/Laboratory Field Services curricular guidelines and mandates those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Medical Assistant and Phlebotomy program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Medical Assistant and Phlebotomy program includes workplace assignments off-site totaling 160 hours of work-based activity. The workplace agreements are reviewed by the Department Chairperson of Allied Health, the Director of Nursing, and administration and agreements are renewed on a yearly basis as determined by program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the California Department of Public Health/Laboratory Field Services and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

***Multi-Part Criterion (27-29)***

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Medical Assistant and Phlebotomy program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training assignments. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Medical Assistant and Phlebotomy program are supervised by the program Director who holds a California teaching credential and by the Director of Nursing. Both Directors perform site visits to monitor student progress and obtain feedback from the worksite supervisor.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Medical Assistant and Phlebotomy program is a very popular program with a consistent enrollment of over 50 students who must meet and verify program competencies in different areas which must be recorded. The clerical position is shared with other programs at the school which limits the number of hours the clerical person is available each day. The department chair assumes clerical tasks in the absence of the clerical person in order to maintain timely documentation of student progress.

**SUMMARY**

The Medical Assistant and Phlebotomy program is one of Downey Adult School's most popular program. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment in that students are prepared for entry into the workforce of this highly in-demand profession.

## **Medical Biller Coder**

Department Chairperson:  
Ryan Page

Instructors:  
Christina Ciatti  
Ninive Martin Del Campo

Clerical Assistant:  
Lucille Molina  
Elizabeth Villalobos



## CLOCK HOUR/CREDIT HOUR CHART

<b>Program Name:</b> Medical Biller Coder	<b>CIP Code:</b> 51.0714
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	660	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	



COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE								
Medical Terminology	90						90	
Insurance in the Medical Office	90						90	
Computers in the Medical Office			40				40	
ICD-10-CM Coding	100						100	
CPT Coding	100						100	
WORD Computer Class (Lab)			40				40	
Electronic Medical Records			40				40	
Externship					160		160	
<b>TOTAL ALL COLUMNS</b>	<b>380</b>		<b>120</b>		<b>160</b>		<b>660</b>	

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program – Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 (March 2017)

### INTRODUCTION

The Medical Biller and Coder program was established September 2002 to prepare students for employment as a Certified Coding Specialist (CCS) or Certified Professional Coder (CPC). Students have the option of enrolling in a traditional classroom instructional setting or the online program. Regardless of the method of instructional delivery, all students must complete the prescribed course of study with a minimum grade of 75% to be eligible to receive a certificate of completion and take the Certified Coding Specialist (CCS) or Certified Professional Coder (CPC) examination. The full-time Medical Biller and Coder program has an enrollment of 131 students with an average completion time of 22 weeks for the day program and 34 weeks for the evening and online programs.

### ANALYSIS

#### **Admissions**

##### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Medical Biller Coder program are contained in the Medical Biller Coder section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Medical Biller Coder program regardless of the method of delivery. The expectations for prerequisites, productivity, achievement, attendance, and certificate of completion requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time in the traditional and online instructional setting.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Medical Biller Coder program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Medical Biller Coder program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Medical Biller Coder program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Medical Biller Coder program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Medical Biller Coder program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Medical Biller Coder program offers a certificate of completion aligned with the Certified Coding Specialist and Certified Professional Coder examinations. Students obtain certification through Certified Coding Specialist and Certified Professional Coder organizations.*

*The Medical Biller Coder program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Medical Biller Coder program is excellent with the average salary 30 percent higher than the per capita income level in California.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS website (www.das.edu). Information on specific admission policies and requirements for the Medical Biller Coder program are also contained in the student orientation handouts and Medical Biller Coder program overview which is issued to all students enrolled in the program. Downey Adult School Career and Education Center adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Medical Biller Coder program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Medical Biller Coder program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Medical Biller Coder program objectives are included in the school catalog in both printed and electronic versions, and in the course overview, course syllabus, outlines, and program orientation materials. The course objectives are determined by industry standards and the curriculum is based on these standards and objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Advisory Committee reviews the viability and relevancy of the Medical Biller Coder program and makes recommendations at the biannual meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working as a Medical Biller Coders in the field and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for the traditional and online classroom programs, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Medical Biller Coder. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. The occupational outcome for the Medical Biller Coder program is excellent with the average salary 30 percent higher than the per capita income level in California. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Medical Biller Coder program is completed in 22 weeks for the day program and 34 weeks for the night program with a total of 660 hours. The enrollment start/end dates are listed in the course catalog, school website, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Medical Biller Coder distance education delivery method is identical to the traditional classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting. The online and traditional classes use the identical syllabi and orientation and program overview materials.*



**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Medical Biller Coder program is approved by Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Medical Biller Coder program is offered only on the DAS campus and online.*

*The program is supervised by the department chair and Director of Allied Health who oversees the program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. All students are required to meet minimum proficiency.*

*Each student enrolled in the Medical Biller Coder program has a student file which is maintained in the Allied Health office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, any certificates received, and miscellaneous documents relative to the program.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Medical Biller Coder program is 660 Clock Hours.*



43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Medical Biller Coder program response time listed in the syllabus for asynchronous online classes is within 24 hours, Monday through Friday, and within 48 hours on weekends and holidays.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Medical Biller Coder Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Medical Biller Coder program guides students learning through course outlines, competency forms to record student progress, office equipment, machines, and supplies used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Medical Biller Coder program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. It also provides supplemental training for those previously or currently employed in the field. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Medical Biller Coder program is set by the requisite skills needed to pass the Certified Coding Specialist (CCS) or Certified Professional Coder (CPC) exams and contains major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Allied Health and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the program competencies. The curriculum, outlines, syllabus, and lesson plans are consistent for both the traditional and online programs.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for Medical Biller Coder program is set by the requisite skills needed to pass the Certified Coding Specialist (CCS) or Certified Professional Coder (CPC) exams and is adhered to, to ensure students master the desired performance competencies required in the field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a Medical Biller Coder. The students are assessed on a regular basis to monitor performance levels toward program mastery.*

#### ***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

#### **Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Medical Biller Coder program has an active occupational advisory committee with three members external to DAS. The advisory committee consists of potential employers and individuals having knowledge of the program area, as well as, skills and experience in the field. All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Medical Biller Coder program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Medical Biller Coder program course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Medical Biller Coder program uses current industry standard office equipment, machines, and software programs to meet industry standards. The program's Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*The Medical Biller Coder program utilizes formative and summative testing and assessments aligned with curricular guidelines required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The online Medical Biller Coder program uses Blackboard Coursesites as the learning management system, with Downey Adult School providing the curricular content of the program. The online program and technology needs are overseen by the assistant principal with technology needs and issues being discussed in scheduled department meetings. The school is responsible for the procurement of all online instructional programs and for maintaining relevant courseware. The district controls and maintains the technology infrastructure of the school as written in the district technology plan. The school website is maintained by DigiCal, Inc., a third-party contractor on an annual basis, and the social media communication is maintained by the assistant principal. The online learning system programs are evaluated toward the end of the year and the curricular expectations of DAS, in addition to cost and budgetary guidelines. The assistant principal recommends any changes or upgrades to the software programs and agreements to the principal for consideration.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Medical Biller Coder program is offered via distance education. The Medical Biller Coder program has course outlines for all of the eight (8) required class. The course outlines have a standardized course template, course description, learning objectives, course requirements and learning outcomes that are clearly stated.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*All students enrolling in distance education are required to complete a registration form agreeing to the terms of the program. All online learning programs require that students create a secure user name and password for the specific program (through the Blackboard LMS).*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Blackboard Coursesites learning management system allows the instructor in the Medical Biller Coder online program to access and monitor student activity in the program. The instructor has access to view progress on the different assigned lessons, activity time spent on each lesson, number of times logged on to the program, and the time of day the activity took place. They also can monitor downloads, discussion board participation, assessment results, and progression within the course.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Medical Biller Coder program includes workplace assignments off-site totaling 160 hours of work-based activity. The workplace agreements are reviewed by the instructors, Director of Allied Health, and administration and renewed on a yearly basis as determined by program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Medical Biller Coder program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training assignments. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Medical Biller Coder program are supervised by the instructors and the Director of Allied Health who all hold a California teaching credentials. The instructors and Director perform site visits to monitor student progress and obtain feedback from the worksite supervisor.*

#### **CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Medical Biller Coder program is a very popular program with an enrollment of over 130 students who must meet and verify program competencies in different areas. Students perform well in the skills and practical applications but have difficulty in the technical writing components of the curriculum. The instructors and administration are working on revising the instructional schedule to allow for small group activities to help improve students' technical writing skills and organizing peer tutoring sessions outside of the instructional day

#### **SUMMARY**

The Medical Biller Coder program is one of Downey Adult School Career and Education Center's more popular program at the school since 2002. This well established and highly respected program offers a quality and cost-effective option for adult learners in the region. The certificated staff takes pride in their commitment to both the traditional and online programs in that students are prepared for entry into the workforce of this highly in-demand profession.



**Paralegal**

Department Chairperson:  
Cindy Grafton

Instructors:  
Melinda Nelson

Clerical Assistant:  
Amalia Gonzalez



### CLOCK HOUR/CREDIT HOUR CHART

Program Name: Paralegal	CIP Code: 22.0302
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	624	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit Hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)  Use one line for EACH COURSE.	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Intro to Paralegal	78							
Intro to Law	78							
Legal Terminology	78							
Legal Research	78							
Tort Law	78							
Will, Trusts, & Estate	78							
Criminal Law & Procedure	78							
Civil Litigation	78							
<b>TOTAL ALL COLUMNS</b>	<b>624</b>						<b>624</b>	
							<b>GRAND TOTALS</b>	

The Grand Total number of credit hours will be rounded down to a whole number. In accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

## INTRODUCTION

The Paralegal program was established in 2012. Students prepare for employment as a Paralegal, Legal Assistant, or Legal Secretary. The Paralegal program is only delivered via online instruction. All students must complete eight (8) courses in the program. Students must complete the prescribed course of study with a minimum grade of 75% to receive a certificate of completion. The Paralegal program has an enrollment of 25 students with an average completion time of one year.

## ANALYSIS

### **Admissions**

#### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Paralegal program are contained in the Paralegal section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog and student orientation materials to address admissions qualifications and program requirements pertaining to the Paralegal program.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Paralegal program. The Paralegal program is only offered via online delivery. The expectations for prerequisites, productivity, achievement, and attendance are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation (via online) prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Paralegal program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Paralegal program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Paralegal program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Paralegal program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Paralegal program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Students in the online program participate in an online orientation session for the use of technology in the online program. Technical support is available to all students by the instructor and the Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Paralegal program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Paralegal program are also contained in the student orientation handouts (program overview) which is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's department chair and administration oversee the program to ensure consistency in the application of all policies of the Paralegal program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Paralegal program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Paralegal program objectives are included in the school catalog in both printed and electronic versions, and in the Paralegal program overview, course syllabus, outlines, and program orientation materials. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks (ebooks), and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Advisory Committee reviews the viability and relevancy of the Paralegal program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working Paralegals and other legal areas and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for both traditional classroom and online programs, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Paralegal program. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. The cost of the program is generally half of the cost of non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Paralegal program is a 624-hour course with an average student completing the program in one year. New student cohorts are accepted three times a year. The enrollment start dates are listed in the course catalog and school website.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Paralegal program is only offered via distance education delivery method. The Paralegal program's quality, rigor, breadth of academic and technical standards, completion requirements, and credential awarded is identical to other program/classes provided on campus. The curriculum, textbooks and electronic learning programs, assessment, and instructors are identical to those offered in the traditional classroom setting.*



**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Paralegal program is approved by the Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Paralegal program is offered only on the DAS campus (via distance online learning).*

*The program is supervised by the Assistant Principal who oversees the one program instructor. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. All students are required to meet minimum proficiency by passing all classes with a 75% and above.*

*Each student enrolled in the Paralegal program has a student file which is maintained in the department office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program. The instructor and clerical support also maintain a Google Drive containing student grades.*

*The Paralegal program online is described in the printed and online version of the school catalog.*

*The Paralegal program is supervised by the Paralegal instructor. The instructor provides students an email address and personal phone number for additional correspondence outside of office hours.*



42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Paralegal program is 624 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Paralegal program response time listed in the syllabus for asynchronous online classes is within 24 hours, Monday through Friday, and within 48 hours on weekends and holidays.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Paralegal Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Paralegal program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Paralegal program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. It also provides supplemental training for those previously or currently employed in the field. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to write resumes, participate in group discussions to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork. Students are also required to complete court observation hours.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Paralegal program is set by the program Director and contains the eight (8) classes of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The department chair and DAS administration are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth for the student.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Paralegal program is set by the program Director and administration and is adhered to, to ensure students master the desired competencies required in the legal field. Instruction begins with three foundational classes to provide a foundation to build upon. The Paralegal students are assessed on a regular basis to monitor performance levels toward program mastery.*

***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
  9. Meets at least twice annually;
  10. Ensures that no fewer than three months separate each official committee meeting; and,
  11. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
12. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Paralegal program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Paralegal program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Paralegal outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Paralegal program uses current industry standard software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*DAS requires that all CTE programs comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. Ancillary instructional materials are made available when competencies require information beyond the learning text. The instructor maintains copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Paralegal program utilizes formative and summative testing and assessments aligned with those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The online Paralegal program uses Blackboard Coursesites as the learning management system, with Downey Adult School providing the curricular content of the program. The online program and technology needs are overseen by the assistant principal with technology needs and issues being discussed in scheduled department meetings. The school is responsible for the procurement of all online instructional programs and for maintaining relevant courseware. The district controls and maintains the technology infrastructure of the school as written in the district technology plan. The school website is maintained by DigiCal, Inc., a third-party contractor on an annual basis, and the social media communication is maintained by the assistant principal. The online learning system programs are evaluated toward the end of the year and the curricular expectations of DAS, in addition to cost and budgetary guidelines. The assistant principal recommends any changes or upgrades to the software programs and agreements to the principal for consideration.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Paralegal program is only offered via distance education. The Paralegal program has course outlines for all of the eight (8) required class. The course outlines have a standardized course template, course description, learning objectives, course requirements and learning outcomes that are clearly stated.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*All students enrolling in distance education are required to complete a registration form agreeing to the terms of the program. All online learning programs require that students create a secure user name and password for the specific program (through the Blackboard LMS).*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Blackboard Coursesites learning management system allows the instructor in the Paralegal online program to access and monitor student activity in the program. The instructor has access to view progress on the different assigned lessons, activity time spent on each lesson, number of times logged on to the program, and the time of day the activity took place. They also can monitor downloads, discussion board participation, assessment results, and progression within the course.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Paralegal students do not have an externship; therefore, the Paralegal program does not have work-based activity partners.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Paralegal students do not have an externship; therefore, the Paralegal program does not have work-based activity partners.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*The Paralegal students do not have an externship; therefore, the Paralegal program does not have work-based activity partners.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Paralegal program is a very popular program with many students because it is delivered 100% online. Many students who are working, stay-at-home parents, or who live too far away benefit from attending the Paralegal online program.

**SUMMARY**

The Downey Adult School Career and Education Center's Paralegal program has been in existence since 2012. This program offers a quality and cost-effective option for adult learners who want to train for a career, but are unable to attend in person. The Paralegal instructor delivers an exceptional online program that prepares students in all aspects of being a successful Paralegal.

## **Pharmacy Technician**

Department Chairperson:

Dan Legaspi

Instructors:

Allison Iglesia

Dan Legaspi

Clerical Assistant:

Amalia Gonzalez



### CLOCK HOUR/CREDIT HOUR CHART

Program Name: Pharmacy Technician - Morning	CIP Code: 51.0805
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	620	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	80	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Use one line for EACH COURSE.								
Intro. To Pharmacy Concepts	100							
Community Pharmacy	75		25				100	
Non-Sterile Compounding	75		25				100	
Institutional / Sterile Compounding	80		40				100	
Software Management / Business Skills	80		40				100	
Externship					120		120	
<b>TOTAL ALL COLUMNS</b>	<b>370</b>		<b>130</b>		<b>120</b>		<b>620</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program - Program that requires all instructional hours to be completed on campus.  
 Hybrid Program - Program in which less than 60% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 60% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

CLOCK HOUR/CREDIT HOUR CHART

Program Name: Pharmacy Technician - Evening CIP Code: 51.0805

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	620	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)		Total Required QUARTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	80	Total Required SEMESTER Credit Hours: available via distance education:		Total Required QUARTER Credit Hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) <small>Use one line for EACH COURSE.</small>	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Intro. To Pharmacy Concepts	100						100	
Community Pharmacy	60		20				80	
Non-Sterile Compounding	60		20				80	
Institutional Pharmacy	55		25				80	
Sterile Compounding	55		25				80	
Software Management / Business Skills	40		40				80	
Externship					120		120	
<b>TOTAL ALL COLUMNS</b>	<b>370</b>		<b>130</b>		<b>120</b>		<b>620</b>	<b>GRAND TOTALS</b>

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 60% of the required instructional hours are available via distance education/delivery methods.  
 Distance Education Program – Program in which 60% or more of the required instructional hours are available via distance education/delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

### INTRODUCTION

The Pharmacy Technician Program at Downey Adult School Career and Education Center is a 620-hour career technical education training course which provides students with the basic skills and knowledge in preparation for an entry-level pharmacy technician position. During the didactic and laboratory portion of the program, students are trained in various pharmacy practice settings including, but not limited to, community pharmacy, institutional pharmacy, and sterile and non-sterile pharmacy settings. Students are both trained administratively and clinically in accordance with the present need and practice of the pharmacy field. Thereafter, students are placed in a school-approved externship facility to complete a 120-hour externship. Once completed, students are eligible to apply for the California State Board of Pharmacy Registered Pharmacy Technician (RPhT) license.

### ANALYSIS

#### **Admissions**

**The institution's admissions policies and procedures are:**

1. Published;

The admission policies and procedures for Downey Adult School are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Pharmacy Technician program are contained in the Pharmacy Technician section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Pharmacy Technician program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time regardless of their chosen method of delivery.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Pharmacy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Pharmacy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Pharmacy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Pharmacy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Pharmacy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

#### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Pharmacy Technician program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website (www.das.edu). Information on specific admission policies and requirements for the Pharmacy Technician program are also contained in the student orientation handouts, which is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's Pharmacy Technician program Director and administration oversee the program to ensure consistency in the application of all policies of the Pharmacy Technician program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Pharmacy Technician program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Pharmacy Technician program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The course objectives and curriculum are based on the objectives outlined by the California State Board of Pharmacy. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The Advisory Committee reviews the viability and relevancy of the Pharmacy Technician program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working phlebotomists and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, and program length for classroom program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Pharmacy Technician program with the requirements of the California State Board of Pharmacy. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations.*



28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Pharmacy Technician program is a 620 hours course. The didactic portion is 500 hours and the experiential training/on-the-job training portion 120 hours. DAS places students at approved pharmacy facilities to complete the experiential training/on-the-job portion of the program. Students are informed in the orientation and in the classroom that they can request specific sites and locations to complete the clinical portion, but that is not guaranteed since DAS must use approved Pharmacy sites.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*



33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Pharmacy Technician program utilizes resources supplemented by the Outreach and Technician Assistance Network (OTAN) to provide students with online class components to successfully complete online hours. The Pharmacy Technician program employs the Moodle learning management system via [www.adultedcourses.org](http://www.adultedcourses.org) to provide online instruction. The quality, rigor, and breadth of academic and technician standards is congruent with the in-class instruction provided and are integrated together to fulfill the requirements mandated by the governing bodies in acquiring the necessary skills to become an entry-level Pharmacy Technician.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Pharmacy Technician program is aligned with the California Board of Pharmacy and Department of Education guidelines and is administered under established institutional policies and procedures which is listed in our catalog as WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education). The Pharmacy Technician program is offered only on the DAS campus.*

*The program is supervised by the Pharmacy Technician program Director who oversees the overall operation of the program. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*The Director provides students with multiple ways of communication, including a dedicated mobile contact number and email address for additional correspondence outside of office hours.*

## Standard Two Educational Programs Pharmacy Technician

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*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

*Each student enrolled in the Pharmacy Technician program has a student file which is maintained in the department office. The file contains students' high school transcript, speed and accuracy test results, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Pharmacy Technician program is 620 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Pharmacy Technician program guidelines state in the syllabus and student contract the office hours for the Pharmacy Technician program Director and instructors. Standard communication response time is within the hour when dealing with questions regarding online instruction to maintain availability of instructor for each student.*

### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Pharmacy Technician Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### Instruction

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Pharmacy Technician program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Pharmacy Technician program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are also required to complete externship hours at approved pharmacy facilities.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Pharmacy Technician program is aligned with the California Board of Pharmacy regulations and guidelines and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Pharmacy Technician Program Director, and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the Board of Pharmacy. The curriculum, outlines, syllabus, and lesson plans are consistent for this course.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Pharmacy Technician program is formatted to align with the regulations set by the California Board of Pharmacy and is adhered to, to ensure students master the desired performance competencies required in the pharmacy field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a pharmacy technician.*

#### **Multi-Part Criterion (8-15)**

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

#### **Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Pharmacy Technician program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the Pharmacy Technician program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the Board of Pharmacy requirements, California Pharmacy Law and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Pharmacy Technician program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Pharmacy Technician course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Pharmacy Technician program uses current industry standard equipment, machines and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The California Board of Pharmacy requires that institutions offering a Pharmacy Technician program comply with minimum curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Pharmacy Technician program utilizes formative and summative testing and assessments aligned with the Board of Pharmacy curricular guidelines and mandates those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Pharmacy Technician program utilizes resources supplemented by the Outreach and Technician Assistance Network (OTAN) to provide students with online class components to successfully complete online hours. The Pharmacy Technician program employs the Moodle learning management system via [www.adultedcourses.org](http://www.adultedcourses.org) to provide online instruction. Since the contractual responsibility falls under the responsibility of OTAN, Downey Adult School relies on the OTAN to maintain any contractual needs with the Moodle LMS.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Pharmacy Technician program utilizes resources supplemented by the Outreach and Technician Assistance Network (OTAN) to provide students with online class components to successfully complete online hours. The Pharmacy Technician program employs the Moodle learning management system via [www.adultedcourses.org](http://www.adultedcourses.org) to provide online instruction. In congruence with the course outline and curriculum of the Pharmacy Technician program, OTAN provides the program with a pliable course shell in which the program Director is responsible for creating a standard template that will apply to all aspects of the course, including, but not limited to, course descriptions, learning objectives, course requirements and learning outcomes.*



22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*Students are required to attend a 2-hour online module orientation on the first day of class in campus to introduce the student to the Moodle LMS and set each student with an online account where they can employ resources and complete assignments to complete any requirements mandated by the course. They are also provided with the program syllabus, student contract, attendance schedule and class schedule on the same day.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Pharmacy Technician program utilizes resources supplemented by the Outreach and Technician Assistance Network (OTAN) to provide students with online class components to successfully complete online hours. The Pharmacy Technician program employs the Moodle learning management system via [www.adultedcourses.org](http://www.adultedcourses.org) to provide online instruction. The Moodle LMS has the ability to provide records of student online time, frequency of logins, electronic footprints, electronic gradebook and percentage of hours completed.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Pharmacy Technician program includes workplace assignments (externship) off-site totaling 120 hours of work-based activity. The workplace agreements (contracts) are reviewed by the Pharmacy Technician program Director and administration and renewed every 5 years based on program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the California Board of Pharmacy and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

### **Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Pharmacy Technician program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training modules in the form of externships. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Pharmacy Technician program are supervised by the Pharmacy Technician program Director. The Director performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*



**CHALLENGES & SOLUTIONS**

The Pharmacy Technician Program at Downey Adult School continues to strive in being one of the most up-to-date, relevant and forward-thinking programs within its region. With this in mind, one of the challenges the program faces, is the shortage of computer labs in campus, to be shared with other programs and limited based on every program's schedule constraints. Moreover, with the growing popularity of online learning and integration with online platforms, technology support is necessary not only for the Pharmacy Technician Program but all programs in campus. A proposed solution is the addition of one or two more computer lab rooms where in all programs are available to schedule for your classes. This will allow for more technology to be integrated in the learning of the pharmacy practice.

**SUMMARY**

The Pharmacy Technician occupation continues to be a viable career for those looking to enter the healthcare field with concentration in medication therapy. In that sense, the Pharmacy Technician Program at Downey Adult School remains to be a much sought-after training program due to its multi-setting course curriculum, cost-efficient fees and the ability for its students to acquire gainful employment. With the continuous support of its school district and school administration, exemplary teamwork of its faculty, and partnership with the community, the Pharmacy Technician Program can continue to improve and grow serving the city of Downey and the surrounding communities within its region.

## **Phlebotomy Technician**

Department Chairperson:  
Mariana Pacheco

Instructors:  
Anthony Abello  
Leonor Gonzalez  
Rita Salcido

Clerical Assistant:  
Lucille Molina  
Elizabeth Villalobos

## CLOCK HOUR/CREDIT HOUR CHART

Program Name: **Phlebotomy Technician** CIP Code: **51.1009**

INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	<b>88</b>	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	
Total Required CLOCK Hours available via distance education:	<b>0</b>	Total Required SEMESTER Credit Hours: available via distance education:	

COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM)  Use one line for EACH COURSE.	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Basic Phlebotomy	25						25	
Advanced Phlebotomy	23						23	
Externship					40		40	
<b>TOTAL ALL COLUMNS</b>	<b>48</b>				<b>40</b>		<b>88</b>	

GRAND TOTALS

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program – Program that requires all instructional hours to be completed on campus.  
 Hybrid Program – Program in which less than 50% of the required instructional hours are available via distance education delivery methods  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 (March 2017)

### INTRODUCTION

The Phlebotomy Technician class introduces the student to the history and current practices of Phlebotomy. The course focuses on the skills required to become a Certified Phlebotomy Technician (CPT1) in the State of California. Basic and advanced Phlebotomy techniques that meet the California Department of Public Health/Laboratory Field Services Guidelines are taught. The course provides a review of medical terminology and anatomy of the body systems required as background knowledge as well as instruction in current procedures compliant with CLSI (Clinical Laboratory Standards Institute) standards, infection control, asepsis, proper identification of test materials and patient/venipuncture techniques, and materials currently used in the profession. Legal issues regarding Phlebotomy and certification is also covered.

### ANALYSIS

#### **Admissions**

##### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Phlebotomy Technician program are contained in the Phlebotomy Technician section of the catalog in both printed and electronic versions. Admission policies and procedures are also covered during the mandatory orientation and the program overview.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the Phlebotomy program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time regardless of their chosen method of delivery.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Phlebotomy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Phlebotomy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Phlebotomy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Phlebotomy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Phlebotomy program also operates under the guidelines and oversight of the California Department of Public Health (CDPH) and Laboratory Field Services (LFS) which sets the skill levels and performance mandates for state licensure. The Phlebotomy program is congruent with the mission of the school and with the occupational needs of the students served. "The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth." The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution.*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Phlebotomy program are also contained in the student orientation handouts, which is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's Director of Nursing and administration oversee the program to ensure consistency in the application of all policies of the Phlebotomy program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Phlebotomy Technician program objectives are included in the school catalog in both printed and electronic versions, course syllabus, outlines, and program orientation materials. The course objectives are determined by the California Department of Public Health/Laboratory Field Services Guidelines and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*California Department of Education requires all course outlines be revised every two years to reflect current industry standards. The California Department of Public Health/Laboratory Field Services (LFS) also schedules periodic compliance visits to validate the school's program. The Advisory Committee reviews the viability and relevancy of the Phlebotomy program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working phlebotomists and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, and program length for classroom program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Phlebotomy program with the requirements of the California Department of Public Health /Laboratory Field Services. The Minutes are transcribed immediately following the conclusion of the meeting and made available to members in printed form and online.*

27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations.*



28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Phlebotomy Technician program is an 88 hours course. The didactic portion is 48 hours and the clinical portion is 40 hours. DAS places students at approved clinical phlebotomy sites to complete the clinical portion of the program. Students are informed in the orientation and in the classroom that they can request specific sites and locations to complete the clinical portion, but that is not guaranteed since DAS must use approved Phlebotomy sites.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Phlebotomy Technician program is approved by the California Department of Public Health/Laboratory Field Services Guidelines and administered under established institutional policies and procedures which is listed in our catalog as WASC (Western Association of Schools and Colleges) and COE (Council on Occupational Education). The Phlebotomy Technician program is offered only on the DAS campus.*

*The program is supervised by the Director of Nursing who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

*Each student enrolled in the Phlebotomy Technician program has a student file which is maintained in the department office. The file contains students' high school transcript, program competency results, program grade reports, attendance record, and miscellaneous documents relative to the program.*

*The Phlebotomy Technician program is supervised by the Allied Health Director. The Director's office is located in the Allied Health Office. The Director provides students an email address for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Phlebotomy Technician program is 88 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Phlebotomy Technician Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Phlebotomy Technician program guides students learning through course outlines, competency forms to record student progress, and equipment used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering communication, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Phlebotomy Technician program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are also required to complete externship hours at an approved phlebotomy laboratory.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Phlebotomy Technician program is set by the California Department of Public Health/Laboratory Field Services and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The Director of Nursing, department chair, and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the California Department of Public Health/Laboratory Field Services. The curriculum, outlines, syllabus, and lesson plans are consistent for this course.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Phlebotomy Technician program is set by the California Department of Public Health/Laboratory Field Services and is adhered to, to ensure students master the desired performance competencies required in the phlebotomy field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a phlebotomist.*

#### ***Multi-Part Criterion (8-15)***

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

#### **Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The Phlebotomy Technician program has an active occupational advisory committee with three members external to DAS that meets twice annually. The advisory committee consist of potential employers and individuals who have knowledge of the program areas, as well as, skills and experience in their respective field.*

*All participating members are from the geographical service area. There is a minimum of three members present at each meeting in addition to the Director of Nursing, program Director, instructors, and site and district administration. The advisory committee meets twice a year with meetings held in November and April. Advisory committee members provide valuable insight into current trends in business and industry. The committee is responsible for reviewing the program content and advising the department on curriculum changes based on its findings. The primary purpose of the advisory meetings is to ensure that the curriculum and instruction complies with the California Department of Public Health/Laboratory Field Services requirements and current professional needs. Minutes are taken at each meeting and transcribed at the conclusion of the meeting. Copies of the printed minutes are made available to members, staff, and administration. The minutes are also made available by email and electronically on the school website.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Phlebotomy Technician program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Phlebotomy course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Phlebotomy Technician program uses current industry standard equipment, machines and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The California Department of Public Health/Laboratory Field Services requires that institutions offering a Phlebotomy Technician approved program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Phlebotomy Technician program utilizes formative and summative testing and assessments aligned with the California Department of Public Health/Laboratory Field Services curricular guidelines and mandates those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*

23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Phlebotomy Technician program at Downey Adult School Career and Education Center is not offered via distance education.*



**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Phlebotomy Technician program includes workplace assignments (externship) off-site totaling 40 hours of work-based activity. The workplace agreements (contracts) are reviewed by the Director of Nursing and administration and renewed on a yearly basis based on program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the California Department of Public Health/Laboratory Field Services and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Phlebotomy Technician program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the programs is designed with specific work-based training modules in the form of externships. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. The participating employer designates a contact person responsible for assigning students to specific supervisors who oversee their training. The instructor meets with the assigned supervisor to explain the student's training plan and the proficiency definitions. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*

30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Phlebotomy Technician program are supervised by the Director of Nursing and Director of Allied Health. Both Directors perform site visits to monitor student progress and obtain feedback from the worksite supervisor.*



**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Phlebotomy program is a very popular program with consistent enrollment of students who must meet and verify program competencies in different areas which must be recorded. One of the challenges faced is the need for more externship sites. Some sites take students longer to fulfill their requirements than other sites. All Phlebotomy labs must be approved by the California Department of Public Health/Laboratory Field Services in addition to the school board. This process can take a long time.

**SUMMARY**

The Phlebotomy program is one of Downey Adult School Career and Education Center's most popular program. This well established and highly respected program offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment in that students are prepared for entry into the workforce of this highly in-demand profession.

## **Vocational Nursing**

Department Chairperson:  
Mariana Pacheco

Instructors:  
Ellen Falcon  
Jenette Lopez  
Gale Mejico  
Rosalina Vicencio

Clerical Assistant:  
Maria R. Lopez

### CLOCK HOUR/CREDIT HOUR CHART

Program Name: Vocational Nursing	CIP Code: 51.3901
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INSTRUCTIONS: This chart is to be completed for all programs measured in credit hours.  
ENTER BOTH CLOCK HOURS AND CREDIT HOURS FOR EACH COURSE WITHIN THE PROGRAM.

Provide total program length in clock and credit hours. These numbers should agree with the Grand Totals at the bottom of the chart.

Total Required CLOCK Hours: (Must equal Grand Total below)	1536	Total Required SEMESTER Credit Hours: (Must equal Grand Total below)	0	Total Required QUARTER Credit Hours: (Must equal Grand Total below)	0
Total Required CLOCK Hours available via distance education:	0	Total Required SEMESTER Credit Hours: available via distance education:	0	Total Required QUARTER Credit Hours: available via distance education:	0



COURSE NAME (LIST ALL COURSE OFFERED WITHIN THE PROGRAM) Use one line for EACH COURSE	LECTURE		LABORATORY		WORK-BASED ACTIVITIES		COURSE TOTALS	
	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock Hours	Credit Hours	Clock	Credit
Anatomy & Physiology	48						48	
Nutrition	20						20	
Psychology	26						26	
Growth & Development	20						20	
Fundamentals of Nursing	52		100				152	
Nursing Process	8						8	
Communication	6						6	
Patient Education	12						12	
Pharmacology	55						55	
Medical/Surgical Nursing	232		700				932	
Gerontological Nursing	15						15	
Rehabilitation Nursing	8						8	
Maternity Nursing	36		60				96	
Pediatric Nursing	24		60				84	
Leadership	8		20				28	
Supervision	6		20				26	
<b>TOTAL ALL COLUMNS</b>	<b>576</b>		<b>960</b>				<b>1536</b>	

GRAND TOTALS

The Grand Total number of credit hours will be rounded down to a whole number in accordance with the Policies and Rules of the Commission.  
 Traditional Program - Program that requires all instructional hours to be completed on campus.  
 Hybrid Program - Program in which less than 50% of the required instructional hours are available via distance education delivery methods.  
 Distance Education Program - Program in which 50% or more of the required instructional hours are available via distance education delivery methods.  
 Refer to the latest edition of the Handbook of Accreditation for definitions.  
 (March 2017)

### INTRODUCTION

The Vocational Nursing program was established in 2006 and is approved by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to prepare students for employment as a vocational nurse. Students who complete the program have an opportunity to bridge their coursework into a Registered Nurse program in a post-secondary RN program of their choice. Students must complete the prescribed course of study with a minimum grade of 75% to be eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN) exam. The full-time Vocational Nursing program has an enrollment of 56 students with an average completion time of 12 months.

### ANALYSIS

#### **Admissions**

##### **The institution's admissions policies and procedures are:**

1. Published;

*The admission policies and procedures for Downey Adult School Career and Education Center are clearly stated and available to the public in printed and electronic form in the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Vocational Nursing program are contained in the Vocational Nursing section of the catalog in both printed and electronic versions.*

2. Clearly Stated;

*The admission policies and procedures are clearly stated in the hard copy and electronic versions of the catalog. During the orientation the students are given a program overview which clearly states the admissions policies and procedures.*

3. Consistently communicated to students;

*The administration reviews and verifies all forms of publication prior to releasing any hard copy or electronic version. The admissions policies and procedures are contained in the catalog and are regularly communicated to students verbally in person, by telephone, website, email, and US mail.*

4. For all students admitted to a Vocational English-As-A-Second-Language Program, the institution utilizes written admission procedures that comply with policies established by the Commission.

*Downey Adult School Career and Education Center does not offer a Vocational English-as-a-Second-Language program.*

5. Admission requirements offer reasonable expectations for successful completion of the occupational programs offered by the institution regardless of the delivery mode.

*Downey Adult School Career and Education Center's admission requirements listed in the admission policies and procedures, offer reasonable expectations for successful completion of the VN program regardless of the method of delivery. Downey Adult School offers only traditional classroom instruction for the Vocational Nursing program. The expectations for prerequisites, productivity, achievement, attendance, and state certification testing requirements are clearly listed in the catalog, website, program requirements, course outlines, and class syllabus. Prospective students attend a mandatory program orientation prior to being admitted to the program. Students are informed of the length of the program and the expectations to complete within a reasonable amount of time in the traditional classroom instructional setting.*

6. Students admitted into Associate Degree programs have a high school diploma or its equivalent.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

**An institution that admits students by exception to its standard admissions policies must:**

7. Have written admissions policies and procedures for these exceptions;

*The Vocational Nursing program at Downey Adult School Career and Education Center does not admit students by exception.*

8. Apply them uniformly;

*The Vocational Nursing program at Downey Adult School Career and Education Center does not admit students by exception.*

9. Provide documented evidence on how they are used;

*The Vocational Nursing program at Downey Adult School Career and Education Center does not admit students by exception.*

10. Maintain records on student progress; and,

*The Vocational Nursing program at Downey Adult School Career and Education Center does not admit students by exception.*

11. Regularly evaluate the effectiveness of the procedures used in admitting students by exception.

*The Vocational Nursing program at Downey Adult School Career and Education Center does not admit students by exception.*

12. Orientation to technology is provided and technical support is available to students.

*Instructors in the traditional setting provide students with an orientation on the use of technology in the program. Technical support is available to all students by the instructor and Downey Unified School District Information Technology department.*

### **Programs**

#### **Occupational education programs are congruent with:**

1. The governing organization;
2. The mission of the institution; and,
3. The occupational needs of the people served by the institution.

*Downey Adult School Career and Education Center operates under the authority of Downey Unified School District and the California Department of Education, the Council on Occupational Education and Western Association of Schools and Colleges. The Vocational Nursing program also operates under the guidelines and oversight of the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) which, sets the skill levels and performance mandates for state licensure through the National Council Licensure Examination for Practical Nurses (NCLEX-PN) exam.*

*The Vocational Nursing program is congruent with the mission of the school and with the occupational needs of the students served. “The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in a variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth.” The program objectives are consistent with the mission of the school and the occupational needs of the people served by the institution. The occupational outcome for the Vocational Nurse program is excellent with the average salary 17 percent higher than the per capita income level in California*

**Occupational education program policies are:**

4. Publicly accessible;
5. Non-discriminatory; and,
6. Consistently applied.

*All school policies and procedures are clearly stated and available to the public in printed and electronic form within the course catalog and on the DAS's website ([www.das.edu](http://www.das.edu)). Information on specific admission policies and requirements for the Vocational Nursing program are also contained in the student orientation handouts and VN Handbook which, is issued to all students enrolled in the program. Downey Adult School adheres to the District adopted non-discrimination policy in compliance with Title IX employment and educational practices. The school's VN department chair and administration oversee the program to ensure consistency in the application of all policies of the Vocational Nursing program in place at the school.*

**Differences, if any, in occupational education program policies are justified by:**

7. Student learning outcomes; and/or,
8. Program outcomes.

*The Vocational Nursing program at Downey Adult School Career and Education Center has no exceptions or variances regarding the published educational program policies.*

**Each occupational education program has:**

9. Clearly stated objectives;
10. Defined content relevant to these objectives and the current needs of business and industry, and,
11. Assessment of student achievement based on the program objectives and content.
12. Annual evaluation of its objectives.

*The Vocational Nursing program objectives are included in the school catalog in both printed and electronic versions, and in the VN Handbook, course syllabus, outlines, and program orientation materials. The course objectives are determined by the Board of Vocational Nursing and Psychiatric Technicians and the curriculum is based on these stated objectives. Instructional materials are regularly reviewed to ensure that electronic programs, textbooks, and printed materials match the stated objectives of the course. These materials are evaluated biannually by the Advisory Committee members to determine if the skills taught are meeting the current needs of employers in the field. Student achievement is assessed by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers.*

**A systematic process has been implemented to document:**

13. That the objectives and content of programs are current; and,
14. That coursework is qualitatively and quantitatively relevant.

*The California Department of Education requires all course outlines be revised every two years to reflect current industry standards. In addition to the CDE requirement, each year, an annual report is compiled and sent to the Board of Vocational Nursing and Psychiatric Technicians to verify compliance with Board policies, procedures, curricular guidelines. The program Director attends annual program update meetings and submits validation reports to the BVNPT on a periodic basis to validate the school's implementation of the updated requirements. The Advisory Committee reviews the viability and relevancy of the Vocational Nursing program and makes recommendations at the scheduled meetings.*

**Multi-Part Criterion (15-26)**

15. Three bona fide potential employers review each educational program annually and recommend:
  16. Admission requirements;
  17. Program content that is consistent with desired student learning outcomes;
  18. Program length;
  19. Program objectives;
  20. Competency tests;
  21. Learning activities;
  22. Instructional materials;
  23. Equipment;
  24. Methods of program evaluation;
  25. Level of skills and/or proficiency required for completion; and,
  26. Appropriate delivery formats for the subject matter being taught.

*Advisory Meetings are held biannually and include three members who are working RNs and LVNs from hospitals, medical clinics, skilled nursing facilities, and home-health agencies, and are potential employers for recent program completers. The potential employers review curriculum, tests, testing strategies, program equipment, program length, instructional delivery methods for traditional classroom program, program content, outcomes, and the admission process. Three potential employers complete a Program Verification Form to validate compliance of the Vocational Nursing program with the requirements of the California Board of Vocational Nursing and Psychiatric Technicians. The Minutes are transcribed following the conclusion of the meeting and made available to members in printed form and online.*



27. The institution considers the length and the tuition of each program in relation to the documented entry level earnings of completers.

*In conjunction with the Downey Unified School District and the Advisory Committees, DAS evaluates the relationship between program length and tuition, and the documented entry level earnings of completers. This is accomplished by Employer Verification Forms completed by Advisory Committee members and average wage information of program participants compared with other occupations. On average, the salary for programs completers is 17 percent higher than other occupations. The cost of the program is generally half of the cost non-public schools.*

28. Courses required for each program are offered with sufficient frequency for the student to complete the program within the publicized time frame.

*The Vocational Nursing program is 48 weeks per year with an average student completing the program in one year. The school is awaiting a decision from the Board of Vocational Nursing and Psychiatric Technicians to revise the program hours to 45 weeks. New student cohorts are accepted two times per year. The enrollment start/end dates are listed in the course catalog and school website, VN Handbook, and in the program overview/orientation materials.*

**Associate Degree programs offered must meet the following requirements:**

29. The program is designed to lead graduates directly to employment in a specific career.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

30. The appropriate applied degree title, such as Associate of Applied Technology, Associate of Applied Science, Associate of Occupational Studies, Associate of Science, or Associate of Occupational Technology, is used and includes the specific career and technical education field (i.e., Associate of Applied Science in Veterinary Technology).

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

31. The program has a minimum of 60 semester hours or 90 quarter hours.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

32. The program includes a minimum of 15 semester hours or 23 quarter hours of general education courses, with a minimum of one course from each of the following areas: humanities, behavioral sciences, natural or applied sciences, and mathematics.

*Downey Adult School Career and Education Center does not offer Associate Degree programs.*

33. **For all coursework delivered via distance education:** The institution's distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and the credential awarded.

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*

**Each program offered by the institution:**

34. Is approved and administered under established institutional policies and procedures and supervised by an administrator who is part of the institutional organization;
35. Has appropriate and continuous involvement of on-campus administrators and faculty in planning, and approval;
36. Has varied evaluation methodologies that reflect established professional and practice competencies;
37. Is qualitatively and quantitatively consistent at each campus where it is offered;
38. Has measures of achievement of the student learning objectives;
39. Has individual student records, including period of enrollment, financial, and educational program records, permanently maintained by the institution at the main campus;
40. Is identically described in appropriate catalogs, brochures, and/or other promotional materials and include tuition/fee charges, refund policies, admissions and academic requirements, and information technology requirements; and,
41. Provides for timely and meaningful interaction among faculty and students.

*The Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians and the Council of Occupational Education and operates under the prescribed administrative policies and procedures of Downey Unified School District which, are listed in school catalog in both printed and online versions. The Vocational Nursing program is offered only on the DAS campus.*

*The program is supervised by the Director of Vocational Nursing who oversees the other program instructors. The program is monitored and supported by the site administration and the advisory committee to assist with program needs and recommendations.*

*Student achievement is assessed throughout their enrollment by observation, activity logs, class assignments, performance reports, and exams. Instructors evaluate students' workplace performance through visitations and written evaluations by employers. All students are required to meet minimum proficiency by passing tests at a minimum level of 75% accuracy.*

*Each student enrolled in the Vocational Nursing program has a student file which is maintained in the department office. The file contains students' high school transcript, entrance examination results, student background record, program competency results, program grade reports, attendance record, financial records, and miscellaneous documents relative to the program.*

*The Vocational Nursing program is offered only on-site as described in the printed and online version of the school catalog. Both versions list tuition and refund policies, academic requirements, and Information technology requirements.*

*The Vocational Nursing program is supervised by the Director of Vocational Nursing. The Director maintains office hours in the main office building on Monday, Tuesday, Wednesday and Thursday from 8:00am to 5:30pm, and Friday from 7:00 to 11:00am. The Director provides students an email address and personal phone number for additional correspondence outside of office hours.*

42. A credit hour is equivalent to a minimum of each of the following: one semester credit for 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of work-based activities; or one quarter credit for 10 clock hours of lecture, 20 clock hours of laboratory, or 30 clock hours of work-based activities.

*Downey Adult School Career and Education Center is a non-degree bearing, post-secondary, non-term clock hour institution whose programs are only offered in clock hours. The Vocational Nursing program is 1536 Clock Hours.*

43. **For all coursework delivered via distance education:** The institution ensures timeliness of its responses (synchronously or asynchronously) to students' requests by placing a requirement on response time of no more than 24 hours within the institution's published operational schedule of the program/course.

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*

#### **REQUIREMENT FOR CLOCK/CREDIT HOUR CONVERSION FOR FEDERAL STUDENT FINANCIAL AID**

If this program was used as a sample for course prep review, it meets the requirements on the Course Prep Review Worksheet. (If the program was not part of the sampling OR if the institution is not required to use the Federal Clock Hour Conversion for Student Financial Aid, indicate N/A).

*The Vocational Nursing Program at Downey Adult School Career and Education Center is not required to use the Federal Clock Hour Conversion for Student Financial Aid.*

#### **Instruction**

1. Academic competencies and occupational skills are integrated into the instructional program for each occupational area.

*The Vocational Nursing program guides students learning through course outlines, competency forms to record student progress, medical equipment, and patient care supplies used in industry to simulate real workplace environments. Assignments incorporate academic competencies covering patient care, communication, record keeping, computation, writing, and critical thinking.*

2. The instructional programs provide instruction in the competencies essential to success in the occupation, including job knowledge, job skills, work habits, and attitudes.

*The Vocational Nursing program is designed to provide instruction in the competencies essential to success in the occupation and to prepare students for employment. The program offers a broad foundation of knowledge and skills in addition to the traditional role of the occupation. The program strives to develop transferable skills along with work ethics and employability training. Students are required to write resumes, participate in group discussions, and work on group projects to stimulate interest and build workplace skills such as communications, respect, organizational skills, productivity, and teamwork. Students are also required to complete clinical hours with an LVN or RN.*

3. The sequence of instruction required for program completion (lecture, lab, and work-based activities) is determined by desired student learning outcomes.

*The curriculum for the Vocational Nursing program is set by the Board of Vocational Nursing and Psychiatric Technicians and contains the major modules of instruction to ensure that desirable, relevant, and current practices of the occupation are being taught. The department chair and instructors are responsible for developing the sequence of instruction, including the course outline, syllabus, and the development of weekly lesson plans to address the competencies set forth by the BVNPT.*

**The sequence of instruction required for program completion is used to:**

4. Organize the curriculum;
5. Guide the delivery of instruction;
6. Direct learning activities; and,
7. Evaluate student progress in order to maximize the learning of competencies essential to success in the occupation

*The curriculum for the Vocational Nursing program is set by the Board of Vocational Nursing and Psychiatric Technicians and is adhered to, to ensure students master the desired performance competencies required in the Vocational Nursing field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a vocational nurse. The Vocational Nursing students are assessed on a regular basis to monitor performance levels toward program mastery.*

**Multi-Part Criterion (8-15)**

8. Occupational advisory committees are appointed for each program to ensure that desirable, relevant, and current practices of each occupation are being taught.

**Each occupational advisory committee:**

9. Consists of a minimum of three members external to the institution who have expertise in the occupational program;
10. Represents each service area covered by the program at each meeting (main campus and each branch campus);
11. Has at least three external members who meet these criteria present at each meeting (with at least two members physically present and one virtually present); and,
12. Meets at least twice annually;
13. Ensures that no fewer than three months separate each official committee meeting; and,
14. Follows an agenda and maintains typed minutes to document its activities, recommendations, meeting attendance, and demographic information for each member.
15. Occupational advisory committees review, at least annually, the appropriateness of the type of instruction (such as lecture, laboratory, work-based instruction, and/or mode of delivery) offered within each program to assure that students gain competency with specific skills required for successful completion of the program

*The curriculum for the Vocational Nursing program is set by the Board of Vocational Nursing and Psychiatric Technicians and is adhered to, to ensure students master the desired performance competencies required in the Vocational Nursing field. Instruction begins with a didactical unit to provide a foundation to build upon. The sequenced instruction includes a variety of theory, academic knowledge, and performance skills to ensure that desirable, relevant, and current practices of the occupation are being taught. The following units of instruction build upon the foundation with students participating in a practical lab environment to develop the requisite skills of a vocational nurse. The Vocational Nursing students are assessed on a regular basis to monitor performance levels toward program mastery.*

16. Job-related health, safety, and fire-prevention are an integral part of instruction.

*The Vocational Nursing program curriculum provides students with job-related health and safety guidelines applicable to both the classroom setting and workplace environment. The Vocational Nursing course outline contains lessons on job related health, safety and fire prevention in the workplace. Safety equipment, first aid kits, fire extinguishers, and emergency exits, are reviewed with students. Job health and safety issues are also covered during the Student Orientation and contained in course lecture and discussions.*

17. To develop skill proficiency, sufficient practice is provided with equipment and materials similar to those currently used in the occupation.

*The Vocational Nursing program uses current industry standard medical equipment, machines, patient-care supplies, and software programs to meet industry standards. The programs' Advisory Committee reviews the program annually to ensure that curriculum is relevant and up-to-date and that current practices of the occupation are being taught.*

18. All instruction is effectively organized as evidenced by syllabi, lessons, competency tests, and other instructional materials.

*The Board of Vocational Nursing and Psychiatric Technicians requires that institutions offering an approved LVN program comply with their curricular guidelines and requirements. Instruction is organized and methodically taught so that learned skills build on one another, so students can meet workplace requirements. The classroom is a laboratory where students practice the required skills with performance and competency tests given to measure proficiency in each skill. Ancillary instructional materials are made available when competencies require information beyond the learning text. Instructors maintain copies of the course outline and lesson plans for demonstrating or practicing the competencies in their classroom along with copies of all the instructional material.*

19. The institution uses a systematic, objective, and equitable method of evaluating student achievement based on required competencies.

*Each course in the Vocational Nursing program utilizes formative and summative testing and assessments aligned with the BVNPT curricular guidelines and mandates and those required by DAS. Students are formally and informally assessed on their progress toward competency in all components of the curriculum. The instructor chooses methods of assessment based on curriculum, competencies, and specific needs of the students, to ensure equitable testing and effective measurement of competencies to fully evaluate student achievement.*

20. **For all coursework delivered via distance education:** The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*

21. **For all coursework delivered via distance education:** The institution has in place a standardized course template, course descriptions, learning objectives, course requirements (i.e. standard syllabus, outcomes, grading, resources, etc.), and learning outcomes of its programs in order to facilitate quality assurance and the assessment of student learning.

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*

22. **For all coursework delivered via distance education:** The institution has processes in place to establish that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit (with methods such as secure logins and pass codes and proctored examinations).

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*



23. **For all coursework delivered via distance education:** The institution monitors student progress and participation by means such as course management systems that provide student time online, frequency of logins, electronic footprints, electronic grade book, and percentage of course completed.

*The Vocational Nursing program at Downey Adult School Career and Education Center is not offered via distance education.*

**Written agreements with work-based activity partners, if any:**

24. Are current;
25. Specify expectations for all parties; and,
26. Ensure the protection of students.

*The Vocational Nursing program includes workplace assignments off-site totaling 960 hours of work-based activity. The workplace agreements are reviewed by the Director of the Vocational Nursing program and administration and renewed on a yearly basis as determined by program needs. The learning outcomes for the workplace assignments are congruent with the requirements of the BVNPT and school program. The workplace assignments specify the objectives, experiences and competencies to be completed at the work site. The plan also describes the student evaluation process.*

**Multi-Part Criterion (27-29)**

27. Each work-based activity has a written instructional plan for students.
28. The written instructional plan for each work-based activity specifies the particular objectives, experiences, competencies, and evaluations that are required.
29. The written instructional plan for each work-based activity designates the on-site employer representative responsible for guiding and overseeing the students' learning experiences and participating in the students' written evaluations.

*The Vocational Nursing program focuses on preparing students with the skills needed to compete effectively and transition to the workforce. To achieve this goal, the program is designed with specific work-based training assignments. The work-based activity plan specifies the objectives, experiences, and competencies to be completed at the worksite. The plan also describes the student evaluation process. Prior to clinical rotations, the instructor designates students their assignment and supervises the students at the clinical site. The instructor meets with the nursing staff at the facility for input after each clinical rotation. At the end of the work-site experience, the instructor and the supervisor review and evaluate the student's performance, attitude, employability skills, and industry competencies achieved. The supervisor is given an opportunity to provide feedback on the overall quality of the worksite experience.*



30. All work-based activities conducted by the institution are supervised by a designated employee possessing appropriate qualifications.

*All work-based activities in the Vocational Nursing program are supervised by the program Director who holds a California teaching credential and Director of Staff Development certificate through the BVNPT. The Director performs site visits to monitor student progress and obtain feedback from the worksite supervisor.*

### **CHALLENGES & SOLUTIONS**

Downey Adult School has been faced with financial challenges with the inception of flexibility funding for school districts and the restructuring of adult education funding in California. Downey Unified School District has directed DAS to be self-sufficient in its operational costs to maintain a balanced budget. The Vocational Nursing program is a very popular program with a consistent enrollment of over 50 students who must meet and verify program competencies in different areas which must be recorded. The clerical position is shared with other programs at the school which limits the number of hours the clerical person is available each day. The department chair assumes clerical tasks in the absence of the clerical person in order to maintain timely documentation of student progress.

### **SUMMARY**

The Vocational Nursing program has been a very popular program at Downey Adult School since 2006. The public Vocational Nursing program is a well-established and highly respected program in the area and offers a quality and cost-effective option for adult learners. The certificated staff takes pride in their commitment to the program and students by active involvement in SkillsUSA vocational competitions and civic activities and community events. Through the competitions and activities, students are able to demonstrate their knowledge and practical application of their nursing skills in preparation for entry into the workforce of this in-demand profession.



**STANDARD THREE  
PROGRAM AND INSTITUTIONAL  
OUTCOMES**



### INTRODUCTION

The goal of DAS is to improve our community by preparing our job seekers and meeting the needs of the businesses who hire them. We do this by ensuring that the institution utilizes effective means of evaluating the appropriate competencies (knowledge and skill levels) of students in each occupational program. In addition, we verify that the institution evaluates program outcomes, through a systematic plan for assessing program effectiveness, efficiency, and relevancy, by achieving specified requirements with respect to: (a) program completion, (b) job placement, and (c) licensure examinations. We also ensure that program completers and employers are satisfied with the education and/or training received through the student surveys, Advisory Committee meetings and externship evaluations of students' work.

### ANALYSIS

1. Individual student progress data, including (a) appropriate evaluations of knowledge and skills required for occupation(s) studied and (b) notations of completion(s) of and/or withdrawal from programs, are maintained and made a part of his/her record.

*Instructors maintain files of student progress during the course, including results of exams, skills assessments, and comprehension determinations. Upon completion of each course, instructors document grades, student conduct, and whether the student has completed all required competencies. Information is forwarded to the Financial Aid Office and maintained in both the academic and Financial Aid files.*

*A database is maintained that keeps information on student's program completions and employment records. Should a student withdraw or change classes, notice is sent to the Financial Aid Office; notifications are placed in the student's academic and Financial Aid file.*

2. The institution submits accurate and verifiable program completion data each year to the Commission for comparison with required benchmarks.

*Downey Adult School Career and Education Center submits the completion data report with required benchmarks each year to the Commission.*

3. **FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for completion for the most recent 12-month period possible.

*Downey Adult School is in the process of reaffirmation for accreditation at this time.*

4. **FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for completion OR the institution has taken any actions required by the Commission due to program completion rates failing to meet the required benchmark.

*All programs at Downey Adult School Career and Education Center meet the required benchmark for completion.*

5. The institution submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks.

*Downey Adult School Career and Education Center submits accurate and verifiable program placement data each year to the Commission for comparison with required benchmarks.*

6. **FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for placement for the most recent 12-month period possible.

*Downey Adult School is in the process of reaffirmation for accreditation at this time.*

7. **FOR ACCREDITED INSTITUTIONS ONLY:** All programs meet the required benchmark for placement OR the institution has taken any actions required by the Commission due to program placement rates failing to meet the required benchmark.

*All programs at Downey Adult School Career and Education Center meet the required benchmark for placement.*

8. If applicable, the institution submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.

*DAS submits accurate and verifiable licensure exam pass rate data each year to the Commission for comparison with required benchmarks.*

9. **FOR INITIAL ACCREDITATION ONLY:** The majority of programs meet the required benchmark for licensure exam pass rate data for the most recent 12-month period possible.  
*Downey Adult School is in the process of reaffirmation for accreditation at this time.*

10. **FOR ACCREDITED INSTITUTIONS ONLY:** All applicable programs meet the required benchmark for licensure exam pass rate OR the institution has taken any actions required by the Commission due to licensure exam pass rates failing to meet the required benchmark.

*All applicable programs at Downey Adult School Career and Education Center meet the required benchmark for licensure exam pass rates.*

#### **Multi-Part Criterion (11-16)**

11. The institution has a written plan to ensure that follow-up is systematic and continuous.

#### **The institution's written plan for follow-up includes the following elements:**

12. Identification of responsibility for coordination of all follow-up activities.
13. Collection of information from completers and employers of completers.
14. Information collected from completers and employers of completers focused on program effectiveness for various modes of delivery and relevance to job requirements.
15. Placement and follow-up information used to evaluate and improve the quality of program outcomes.
16. Placement and follow-up information made available at least on an annual basis to all instructional personnel and administrative staff.

*Each instructor is responsible for all follow-up activities; some departments have support clerks who assist in follow-up activities. A database that combines all department information is kept up to date and available to all departments.*

*Support staff and instructors follow up with phone calls to former students, as time permits, to verify employment in the industry in which they were enrolled or to determine in which institute of higher education they are enrolled. Employers provide an evaluation of the students, their satisfaction with the program, and possible employment availability.*

*Students who have completed a course, or program of study, are contacted during the year following their completion, to determine satisfaction with the course or program, intentions to seek employment in that field, or pursue a credential or degree. Employers provide an evaluation of the students, their satisfaction with the program, and possible employment availability. Included in the questions to employers are whether they are satisfied with the training plan as provided by the school and are asked to provide any recommendations for improvement. Employers are also asked whether they desire to participate in the following year's Advisory Committee for that industry.*

*Placement rates are used to assess the success in meeting the institution's mission. Training provided in DAS courses offers practice in the needed skills required for a specific field of study. Records are maintained on the placement of students in businesses related to their field of study and data is collected showing rates of completion and placement for all students. Results of data research on placement and employability are used to determine needs for improvement or to demonstrate the success of the program.*

*Placement and follow-up information are continuously available in the network database to all instructional personnel and administrative staff. The information is shared at Leadership Meetings and Staff Meetings at least twice a year. Instructional and administrative staff is given the opportunity to provide feedback on strategies to successfully collect accurate data at these meetings.*

### **CHALLENGES & SOLUTIONS**

Every effort is made to make contact and complete follow-ups with our program completers. Maintaining contact is one of our greatest challenges. One of the primary goals of the exit process is to update and collect an abundance of contact information, such as phone numbers (landline, cell and emergency), email, Facebook, etc. This effort will positively increase the placement and follow-up outcome rates.

### **SUMMARY**

The success of our program can best be measured by the outcomes of our students. This success is not only determined by the constant evaluation of knowledge and skills required for occupation, but also by completion, licensure and employment. The most essential piece in obtaining the information is the follow up. DAS is committed to a plan which ensures successful and accurate collection of data which demonstrates achievement of our mission and goals.







# STANDARD FOUR STRATEGIC PLANNING



### INTRODUCTION

Downey Adult School Career and Education Center's Strategic Plan was initially developed in 2012 and has been updated as recently as 2018. The Strategic Plan is reviewed by faculty and staff, as well as institutional advisory committee members. Although our mission and vision statements have not changed since our initial COE Accreditation, the Strategic Plan has proven to be detrimental in our continuous improvements and goal attainment.

### ANALYSIS

#### ***Multi-Part Criterion (1-9)***

1. The institution has a written strategic plan.

#### **The strategic plan includes, as a minimum, the following components:**

2. Mission of the institution;
3. Vision of the institution;
4. Objectives for a minimum period of three years;
5. Strategies for achieving the objectives; and,
6. Current and projected financial resources that provide a basis for initiatives specified in the strategic plan;
7. Strategies for evaluating progress toward achieving the objectives.
8. The strategic plan is reviewed by the faculty, administration, and institutional advisory committee and revised as necessary at least annually.
9. The results of the evaluation of progress toward achieving the objectives are documented annually.

*The strategic plan of Downey Adult School Career and Education Center is a written document that includes the following:*

- **Mission Statement:**  
*"The Mission of Downey Adult School Career and Education Center is to provide high-quality, relevant, and industry specific programs that are accessible to adults in variety of areas, including Career Technical Education (CTE), High School Diploma (HSD), General Education Development (GED), English as a Second Language (ESL), and Community Education (CE), resulting in gainful employment and/or personal enrichment and growth."*
- **Vision Statements:**  
*"At Downey Adult School Career and Education Center, members of our community acquire skills and knowledge for gainful employment, higher education, personal enrichment, and positive contributions to society."*

- *Objectives for the years 2018-2022:*

*Objective One: Excellent Programs To expand the array of excellent educational, enrichment, and training programs that best serve and respond to the current and emerging needs of the community.*

*Objective Two: Facilities To optimize the use of the current campus – classrooms, offices, and traffic flow – and to act on program opportunities that serve the community’s demand but do not require additional facilities .*

*Objective Three: Leadership and Organization To strengthen leadership and organizational structures to support the collective effort to make it the best school possible*

*Objective Four: Strategic Management To develop the management tools, processes, and communication pathways to promote satisfaction, accountability, effectiveness, and productivity throughout the organization.*

*Objective Five: Revenue Generation To enhance revenue generation efforts to ensure the school’s long-term financial health and stability*

- *Strategies for achieving the objectives:*

*-Continue to compile data using surveys, the EDD website, Bureau of Labor Statistics, other national data bases and local advisory and employer input.*

*-Monitor the number of students achieving ASE Certification, CTE completers and job placements.*

*-Expand CTE programs based on the analysis of the Job Market Survey, community surveys, advisory committee input, and staff input.*

*-Survey teachers annually to identify professional development needs.*

*-Continue to provide in-house professional development workshops based on survey results.*

*-Continue to develop partnerships and articulation agreements with local colleges and businesses.*

*-Continue meeting at least semi-annually with program specific Advisory Committees. Develop program specific Advisory Committees as CTE programs are expanded.*

*-Use placement rates, follow-up surveys with graduates and employers, and Advisory Committee feedback to evaluate the success of CTE partnerships.*

*-Continue documenting formalized meetings with students regarding resumes, interviews, and job placement by the Job Development Office.*

*-Continue to document grants that have been awarded and how funds were used.*

*Strategies for evaluating progress toward achieving the objectives:*

*-Review by faculty and staff via email*

*-Review by faculty and staff at meetings*

*-Review by advisory committees via email*

*-Review by advisory committees at meetings twice annually*

*-Student evaluations will be customized to include related items of the plan*

- *Current and projected financial resources include student-charged fees, the Adult Education Block Grant (AEBG), Carl Perkins grant monies, CalWorks grant monies, and Workforce Innovation and Opportunity Act (WIOA) monies. These funding sources allow for Downey Adult School Career and Education Center a basis for the initiatives within the school's Strategic Plan.*
- *The Strategic Plan of Downey Adult School Career and Education Center has been reviewed by students, faculty and staff, and the public. Anyone interested in reviewing DAS' Strategic Plan may do so by accessing it on the school's website ([www.das.edu](http://www.das.edu)). Revisions to the Strategic Plan are done according to the annual revisions of the plan and are based on stakeholder-driven changes.*
  - *Annual evaluation and the progress of the Strategic Plan is documented in the minutes of the Annual Fall Staff Meeting.*

### CHALLENGES & SOLUTIONS

Funding for Adult Education continues to be one of the biggest challenges for Downey Adult School Career and Education Center. With changes and new requirements regarding Adult Education at the State Legislature level, DAS has learned to leverage resources with fellow Partnership for Adult Academic and Career Education (PAACE) Southeast Los Angeles Consortium members while still maintaining its own identity and foothold in the community. Whereas DAS had, in the past, to reduce program offerings, DAS has actually increased and expanded its programs within Career Technical Education. DAS continues to market the institution as a low cost alternative to private, for-profit schools, which has proven successful.

### SUMMARY

The Strategic Plan of Downey Adult School Career and Education Center is a solid plan that encompasses the mission, vision, strategic objectives, and strategies to achieve those objectives. The Strategic Plan has been reviewed by all stakeholders; students, faculty, staff, current and prospective employers, PAACE consortium members, and the community at large. The Strategic Plan will continue to be reviewed annually.





# STANDARD FIVE LEARNING RESOURCES



### INTRODUCTION

The DAS media plan is inclusive of all methods of program delivery to support instructional programs and individual needs of students and staff. Stakeholders access reference materials, books, peripheral publications, internet resources, and utilize a variety of technology and equipment. A significant resource is community partnerships with industries related to field of study for career training segments via externship placement. Through this avenue students gain access to state-of-the-art technologies, equipment, and professional environments.

### ANALYSIS

#### **Media Services *Multi-Part Criterion (1-9)***

1. The institution has a written plan for its media services.

*The written plan for media services is appropriate, is inclusive of all methods of program delivery of the institution, and includes the scope and availability of services, current and relevant educational materials, the staff person responsible, roles and responsibilities, orientation for user groups, facilities for use, budgetary support, and annual evaluation.*

#### **The written plan for media services is appropriate, is inclusive of all methods of program delivery institution, and includes the following:**

2. Scope and availability of the services.
3. A variety of current and relevant educational materials, such as reference books; periodicals and manuals of a business, professional, technical, and industrial nature; audio-visual materials and equipment; internet access to sites with educational and reference materials appropriate to program offerings; and other materials to help fulfill the institution's purposes and support its educational programs.
4. The staff person (administrative, supervisory, or instructional) responsible for the implementation and coordination of the media services.
5. Roles and responsibilities of designated staff member(s).
6. Orientation for user groups (i.e., instructors, students, and others).
7. Facilities and technical infrastructure essential for using media materials.
8. Annual budgetary support for the services.
9. Annual evaluation of the effectiveness of media services and utilization of the results to modify and improve media services.

*DAS utilizes a written Technology Plan, School District Board approved, and functions within parameters of the plan. Plan elements include ready access to reference materials, textbooks, peripheral publications, internet resources, use of a variety of technology and equipment and ongoing updates to improve performance.*

*Career Technical Education (CTE) programs maintain educational resources within assigned classroom environments. Classrooms and labs equipped with computers provide discipline-specific software resources and internet access supporting research requirements. Designated CTE classrooms make accessible textbooks, workbooks, reference books, relevant industry-specific materials, and audio-visual materials and equipment. Additionally, program distinctive equipment, i.e., computerized mannequins for the nursing program, and x-ray machine for dental program, are utilized in hands-on learning protocols.*

*Staff personnel responsible for implementation and coordination of media services are provided through the school district office, Technology Department. Coordination between DAS staff and the district technology staff ensures administrators, instructors, and staff accessibility and full operational status to support effective instruction. Issues of maintenance are addressed through a work order process. Interruptions in service are reported via email and telephone calls to the technology department where they are managed and resolved.*

*The DAS Assistant Principal and the district Technology Department coordinate to effectuate delivery. DAS monitors and assesses educational resources, reference materials, work order process, and submits requests for equipment as needed. The technology department maintains and updates equipment to ensure both hardware and software requirements are installed, upgraded as needed, and fully functional. Technology department manages databases and servers.*

*New students seeking entry into CTE programs are directed to enrollment in an Orientation workshop as a first step towards registration. Overview of program instruction, pre-requisites, enrollment requirements, educational materials, and resources available are discussed for full disclosure. New instructors are introduced to the media services and proper usage during a New Teacher Orientation. Instructors and staff are trained initially, and ongoing, how to properly use classroom media equipment. Technology staff provides training as necessary. Senior instructors may also inform newer staff as to proper use of hardware and software. For programs utilizing field-specific media, instructors attend in-service training by the vendor. Upon introduction of newer software versions, vendors or trained staff provide individual or group training instruction.*

*Three designated classrooms on campus are set-up to accommodate general media use needs of staff and students. Computers, printers, projectors, and adequate workspace are accessible in a lab environment for instruction, research, study, and homework duties. Copy machines, scanners, and FAX are available for staff use only in the main office. When the dental lab was constructed, space was made to accommodate three x-ray machines (two stationery, one mobile) to handle program specific instruction. Facilities were adapted to ensure safe operation and use.*

*The annual budget includes provision for maintenance of current media resources, technology, and future procurement of necessary materials and equipment. The budget is monitored by the Budget Analyst, in coordination with the Principal. The media plan includes inventories of materials and equipment, schedules of maintenance, and projections of educational materials and equipment updates. Recommendations for new learning materials and equipment are made to the school district board as necessary.*

*The annual budget plan is reviewed and evaluated by the district Technology Department and the Budget Analyst in cooperation with needs analyses from the departments. As revisions are made, in-services are conducted to ensure instructors and staff are up-to-date on media resources and changes to equipment. Users are offered free workshops and classes on effective media use such as computers, new software, projectors. Annual Advisory Committee meetings both dispense and gather information regarding trends in media resources to ensure industry leaders and current employer needs are met. The results of the Advisory Committee meetings are documented and utilized to improve media services.*

10. Media services (instructional supplies, physical resources, technology, and fiscal resources) are available to support the instructional programs offered by the institution.

*Instructional supplies, physical resources, technology and fiscal resources are available to support instructional programs during all hours of school operations. Instructional supplies are in classrooms, both physical equipment for instruction, i.e., computers, projectors, software, and physical supplies in the main office, i.e. office supplies, batteries, and paper. Technology is available for student learning, research, and internet access in labs, financial aid office, and the main office. Availability of fiscal resources is monitored by the accountant and administrators.*

11. Media services are available to ensure the achievement of desired student learning and program objectives.

*Student learning involving computer and software use is facilitated via computer lab usage. Desired student learning is ensured by providing clear course objectives, instructor coaching, adequate work stations, relevant software, printers to create materials, and current resource materials. Syllabi and Course Outlines delineate course objectives and expected student outcomes. Classrooms are equipped with computers, projectors, printers, Smartboards, and DVD players.*

9. A current inventory of media resources is maintained.

*Individual departments review and purchase software specific to their needs. Departments using computers purchase and use software appropriate to the subject and maintain inventory of their resources. The district Technology Department maintains an inventory of hardware units and their placement in the district.*

10. Provisions are made for necessary repair, maintenance, and/or replacement of media equipment and supplies.

*DAS has a diverse implementation of technologies on campus that are supported by the district Technology Department. Necessary repair and maintenance are achieved by calling or emailing the technical support technician. Issues unresolved via communication are sent through the work order process from user to Office Manager to Technology Department. Equipment unique to program requirements such as x-ray machines are referred to vendor maintenance agreements and contracts. Equipment replacement is scheduled on an as-needed basis and when it can no longer handle new software requirements.*

11. Services for creating instructional media (both print and non-print) are adequate and appropriate to support all students and faculty in meeting the objectives of the education program(s).

*Instructional media is provided both digitally and in print formats. Digital materials are accessible to faculty and students through computers at work stations, computer labs, and wireless connections. Copy machines are available in the main office and program workrooms. Students reach education objectives with print capability in labs and copy assistance from staff, affording opportunities to create, print and share learned material. The district Communication Center provides copying services by request for larger print jobs such as instructional handouts and resource materials.*

12. This criterion applies to ALL campuses: all elements of the institution's learning resources (media services, technology, facilities, and materials) are comprehensive, current, selected with faculty input, and accessible to the faculty and students.

*The DAS campus maintains an open resource position for media services, technology, facilities, and materials. All elements of learning resources are identified in course outlines by subject, maintained current by instructor review, selected with faculty input, and accessible during regular school hours. Facilities are opened and maintained by district custodial staff. Ample parking is provided free of charge to all. Students requiring additional support or copies of materials or assistance with accessibility to learning resources are directed to the front office staff where special needs may be met and answers to questions may be provided. Administrators maintain an open-door policy to welcome any staff or students requesting additional resources and leadership assistance.*

### Instructional Equipment

1. The institution has a system of instructional equipment inventory.

*The Technology Department maintains an equipment inventory. The technology requirements, i.e., equipment, software licensing, are monitored and inventoried by the district Technology Department, recording serial numbers and tracking placement within the district. Software licensing is kept current, equipment is maintained in functional condition. DAS staff inspects and utilizes equipment, reporting any occurrence of deficiencies to an Administrator. Inventories of basic office/classroom and instructional supplies ensure media availability to support instructional programs. An established order form and process is in place to procure supplies from both the district warehouse and outside vendors.*

2. The institution has a system for emergency purchases to assure the acquisition and/or repair of equipment within a reasonable period of time to support continuous instruction.

*The system for emergency purchases assures the acquisition of and/or repair of equipment by utilizing a form process. A repair is requested by completing a work order form submitted to the office manager. A new purchase is requested by completing a requisition form. The form is reviewed by administrators and if approved, is emailed to the purchasing department or technology department. Program specific equipment needs such as an EKG machine are directed to vendors to address repair or replacement either by maintenance contract or new purchase. All new purchases must first be approved by administrators, and then depending on budgetary limits by the district. All efforts are made to maintain reasonable timeframes in support of continuous instruction.*

3. **This criterion applied to ALL campuses:** Relevant and up-to-date equipment is available to support the instructional programs offered by the institution.

*Instructors review equipment annually for relevancy and instructional competencies. Deficiencies are addressed by submitting a request for repair or replacement. When appropriate, requests are sent to purchase new equipment eliminating obsolete and irrelevant materials, thereby ensuring relevancy to the learning standards of each program. As needed the technology department is asked to research new software, secure pricing within budgetary limits, and ensure alignment with program standards.*



4. The institution has a written plan for maintaining equipment and for replacing or disposing of obsolete equipment.

*DAS follows the school district technology plan for maintaining, replacing, and disposing of obsolete equipment. Equipment is replaced when it can no longer handle new software appropriate to curriculum or it can no longer perform intended functions. Outdated and non-working equipment is transferred to the district office to be disposed of according to district policy.*

5. **This criterion applies to ALL campuses:** All instructional equipment meets appropriate and required safety standards.

*DAS conforms to all safety standards as outlined by the school district, including proper use and maintenance of instructional equipment. Equipment is monitored and evaluated as to whether it continues to accomplish objectives and to what level of effectiveness. The evaluation process includes review by a technology committee made up of a Technology Chair, Department Chairs, Administrative staff, and district technology mentors. Quarterly meetings are scheduled for review of goals and objectives, and to ensure technology and staff are properly informed, trained, and effecting appropriate usage of equipment.*

### **Instructional Supplies**

1. **This criterion applies to ALL campuses:** Instructional supplies are available to support the instructional programs offered by the institution.

*Instructional supplies are available in each classroom according to program curriculum needs. Books, wall posters, and reference materials are in classrooms positioned according to specific programs. Paper supplies are monitored and dispensed by department chairs and the office manager to ensure adequate availability for student print needs. Support materials such as batteries, markers, writing instruments, tapes, and most generic office supplies are provided to facilitate instruction. The front office accounting department maintains an area where these supplies are stocked and readily available.*

2. The institution has a system for purchasing and storing instructional supplies.

*The front office accounting department maintains instructional and office supplies inventory, along with order forms for items not found in stock. Forms stored in the same location, available in hardcopy and digital format, are accessible for instructors and staff to order items not found in stock. Department chairs, staff, or instructors may complete order forms to request supplies from either district warehouse stocked items, or to purchase from outsource vendors. The system is: 1) establish the need, 2) pick-up an order form in the accounting department, 3) fill in the form completely, 4) submit completed form to supervisor, 5) get approval signature, and 6) submit approved form to the accounting assistant for processing.*

3. Funds are budgeted to provide supplies at a level that assures quality of occupational education.

*The DAS budget provides for instructional supplies funded through the general budget. Each department/program allocation for supplies is dependent upon the instructional needs specific to the curriculum or industry board requirements of the subject. For example, the dental program requires x-ray film supplies. Levels of stock requirements are indicated by instructional staff, and approved by administration.*

4. The institution has a system for emergency purchases of instructional supplies with a reasonable period of time to support continuous instruction.

*The system for emergency purchases of instructional supplies is similar to the process described earlier but at an accelerated pace. Emergency purchases for generic instructional supplies may be accomplished by the instructor or department chair physically purchasing the necessary items and submitting a form for reimbursement. Larger purchases in an emergency follow this system: 1) establish the need, 2) pick-up an order form in the accounting department, 3) fill in the form completely, 4) walk the completed form through for administrative approval, 5) walk the form through to accounting department or to district purchasing office, 6) request item as an immediate purchase/soonest delivery date.*

5. **This criterion applies to ALL campuses:** First aid supplies are readily available.

*First aid supplies are available in the DAS main office, and are maintained, reviewed annually, and readily available to all. Accessible items are Automated External Defibrillator (AED), EPI pen kit, minor first aid treatment kit, stretcher, and emergency procedure notebook.*

6. **This criterion applies to ALL campuses:** All instructional supplies meet appropriate and required safety standards.

*The institution abides by and functions under the same safety policies as the Downey Unified School District. In the event of specialized equipment usage in a career technical field, the school maintains compliance with all indicated and required safety standards as established by proper equipment manuals and protocols. For example, the x-ray machines in the Dental Lab are only operated under instructor supervision, and special issues such as radiation exposure relative to pregnancy is addressed in the Orientation meeting prior to a student's acceptance to the program.*

### CHALLENGES AND SOLUTIONS

Staff training and development is required with the changes and increase in the use of technology. DAS will provide in-services and professional development workshops, both with the district and independently, encouraging in-house facilitators and utilizing outside training vendors.

Adequate computers, software and hardware must be accessible by students and staff. When funds are available hardware and software will be updated or replaced under the guidelines of the technology plan and district requirements.

Use of data to make informed decisions about program enhancement. DAS will work to increase the usage of the attendance accounting system and TOPS data to be able to make more informed decisions of program needs and outcomes.

### SUMMARY

The DAS media plan is designed to support instructional programs and individual needs of all stakeholders. Accessibility to reference materials, curriculum, Internet, peripherals, instructional equipment, and industry specific equipment is prioritized to provide rigorous and relevant career training. It outlines a system inclusive of multiple methods of program delivery, instruction, and promotion of effective learning environments.



**STANDARD SIX**  
**PHYSICAL RESOURCES**  
**AND TECHNICAL INFRASTRUCTURE**



### INTRODUCTION

The facilities at the DAS main site have been adequate for our students' and school's needs for many years. The Adult School shares the campus with Columbus High School. Administrative offices and classrooms used by DAS are separate from those used by the high school. The DAS administrative office building is approximately 5,700 square feet. Thirty-one classrooms are used exclusively by DAS. An activity room and cafeteria are shared by Columbus and DAS. Computer labs, an academic learning center, a dental lab, an allied health lab, and vocational program classrooms are designed and equipped for their particular courses of study. Fifteen network servers are also housed on campus, providing internet, email, software applications, file services, and print services.

As the use of technology has increased, the staff has become clear on how to request help with software applications as well as repairs of all hardware on campus, including computers, projectors, digital presenters, laptops, and Smart Boards. The procedure involves work order requests to tech support. The department chairs and/or the office manager can enter in work orders through the DUSD portal. These requests are handled in a timely manner by the district technology department.

### ANALYSIS

16. A plan that addresses the adequacy and improvement of all physical facilities and technical infrastructure has been developed and is maintained that includes, if applicable, distance education infrastructure.

*Each department member submits requests for needed improvements to their department chair and/or the office manager in order to keep the facilities up to date with the business world that they are associated with. Administration and leadership are continually searching for ways to improve the facilities. This includes new buildings, new labs, new technology, exterior upgrades, and any other needed improvements. Increases in student fees as well as monetary assistance from the district help to pay for the cost of needed improvements.*

*All distance education classes use Blackboard Coursesites or Moodle for their learning management system (with the exception of English Vocabulary). Blackboard Coursesites is a web-based LMS. Students need to have Internet to access Blackboard Coursesites. Students can use one of our computer labs to access Blackboard Coursesites or the student can use their laptop in a room that is Internet ready.*

17. The technology used by the institution to deliver services and , if applicable, program content to students meets the needs of the students without creating barriers to student support or learning.

*The adult school has five fully staffed computer labs. Instructors can reserve these computer labs ahead of time to deliver lessons using technology. Some classrooms are equipped with Internet Wi-Fi password, but Internet at the adult school is not open schoolwide. Instructors do have the ability to gain Internet for their individual classrooms during the day by putting in a technology work order.*

#### **Multi-Part Criterion (3-9)**

18. An appropriate plan for ongoing operation and maintenance of all physical facilities, technical infrastructure and if applicable, distance education infrastructure, has been developed and is in use.

The operation and maintenance plan addresses the following elements:

19. Personnel;
20. Equipment and supplies;
21. Relevant state law; and,
22. Applicable federal codes and procedures

The operation and maintenance plan is:

23. Available to employees and students; and,
24. Evaluated on an annual basis and revised as needed.

*Facilities usage and maintenance is supervised by the Director of maintenance for DUSD. There is one full-time utility worker and three full-time custodians that work during operating hours. The utility worker covers the morning and afternoon, and the custodians cover the mid-afternoon and evenings. First priority is given to keeping the school operational and clean. Simple repairs are handled by the utility worker, and the rest are handled by the District maintenance department. Work orders for repairs can vary in completion time, and a good working relationship with the District maintenance department is maintained. Emergency situations are handled by the District maintenance immediately. Inspections are held at the end of each term to ensure that facilities are appropriately maintained according to applicable Federal, State, and local codes. Equipment and fire extinguishers are inspected annually by certified personnel and repairs are made when necessary.*

25. **This criterion applies to ALL campuses:** Physical facilities at all locations provide adequate, safe, and clean facilities with appropriate supporting utilities for classrooms, laboratories/shops, office, rest rooms, lounges, meeting rooms, parking, etc.

*Adequate lighting is provided in the hallways, classrooms, and parking areas. Inspections of the grounds and equipment are routinely made throughout the school year. Maintenance and repair of the grounds and equipment is completed by the District maintenance department that specializes in all areas of repair. When a need is identified, the program Director is notified, a work order is submitted, and scheduling for repair is made. Custodial personnel clean the campus daily.. Vending machines, microwaves, and picnic tables are also available on campus.*

*Every effort is made to maintain the facilities for cleanliness and safety. Bathrooms are available and are wheelchair accessible; they are monitored and on a regular cleaning schedule, to ensure that adequate supplies are always available . Courses requiring lab facilities are placed in classrooms specifically selected as having appropriate utilities to support the lab's operation. Meeting rooms are available during regular and evening class hours and are regularly serviced to ensure cleanliness, and to ensure they meet OSHA and State requirements. Offices are on a regular maintenance schedule and are maintained clean and neat, ensuring they are appropriate to receive any visitors. Annual office and classroom inspections and cleanings are completed to ensure upkeep and day-to-day operations.*



#### **Multi-Part Criterion (11-15)**

26. An appropriate plan for assuring the health and safety of the institution's employees, students, and guests has been developed and is in use.

The health and safety plan:

- 27. Includes a system for reporting and investigating accidents;
- 28. Has been distributed to employees;
- 29. Is available to students; and,
- 30. Is evaluated with appropriate input from employees and students and revised as needed.

*DAS offers a safe and nurturing learning environment for the staff and students. Twenty-four hour surveillance cameras have been installed that monitor the outside and inside of the school. A Downey police officer is on campus daily as well as two full-time and one part-time campus security personnel who cover all hours of operation. Security is always visible, monitoring both day and evening activities. Administrators are scheduled to cover all hours of operation and carry school cell phones and walkie talkies during work hours. Key office personnel have walkie talkies for quick communication with administrators and security. Various disaster drills are conducted throughout the year with emergency response teams in place. All personnel and students on campus at the time of the drill participate to ensure a proper response in case of a real emergency. All classrooms are equipped with an emergency button that can be accessed by pushing the instructor microphone and/or button that is installed on the classroom wall.*

*The DAS Staff Handbook includes an appropriate plan for reporting safety needs and recording incidents for investigation. Annually, drills are scheduled which include fire and earthquake as mandated by state law. As part of each instructor's introductory curriculum, students are provided with information on health and safety issues for the facility. These include, but are not limited to, placement of electrical and computer network cords to prevent injury, location of emergency first aid kits, and expected student behavior during drills and emergencies. All incident reports are thoroughly investigated as necessary, and appropriate measures are taken to prevent a repeat of the incident(s). The Staff Handbook has been distributed to all employees.*

31. An appropriate plan to ensure the privacy, safety, and security of data contained within the technical infrastructure of the institution networks, whether provided directly by the institution or through contractual agreements, has been developed and is in use.

*All technology, including data, at Downey Adult School Career and Education Center is provided, and maintained, by Downey Unified School District.*

32. The institution ensures computer system and network reliability and emergency backup for all technical services whether provided directly by the institution or through contractual arrangements.

*All technology at Downey Adult School Career and Education Center is provided, and maintained, by Downey Unified School District.*

**CHALLENGES & SOLUTIONS**

Downey Adult School Career and Education Center continues to search for more possible self-sustaining CTE classes. The need for more classrooms and equipment, especially current technology will be necessary in order to achieve this goal. There is room for more portable classrooms on campus, so that will be the first choice of expanding. Downey Adult School Career and Education Center has met with the school district to discuss expanding in this area.

**SUMMARY**

Downey Adult School Career and Education Center continues to update the physical facilities to meet the needs of the students and staff, as well as comply with OSHA standards and other regulatory agencies. The need to stay current with technology is extremely important and every effort is being made to achieve that goal. Policies and procedures are in place to ensure safety, maintenance of equipment, facilities and grounds, and to provide for the day-to-day operations.



# STANDARD SEVEN FINANCIAL RESOURCES



### INTRODUCTION

Downey Adult School Career and Education Center (DAS) is part of the Downey Unified School District (DUSD), which provides oversight and reviews of DAS' annual operating budget. DAS receives funds from students, as well as grants and what we call third party sponsorships. As a member of a consortium with Cerritos College, we receive a portion of the Adult Education Block Grant (AEBG). Funds for our adult education are supplemented by the Workforce Innovation and Opportunity Act (WIOA) grants, which fluctuate from year to year based on data submitted for those programs. We are also part of a consortium for our career technical education with Paramount Adult School in order to receive Carl Perkins grant funds. DAS has worked diligently to utilize remaining resources which has included increases in student's fees to continue to carry out our mission.

### ANALYSIS

1. A qualified financial officer or department oversees the financial and business operations of the institution.

*The Assistant Director of Budget & Finance, Andrea Iacovitti, and Budget & Financial Analyst (BFA), Christina Danna-Tourney, oversee the financial operations of Downey Adult School Career and Education Center including accounts payable, accounts receivable, purchasing, payroll, student accounts, attendance and the disbursement of Federal Title IV Pell Grants. The qualifications for this officer include a Bachelor of Arts Degree in Business and training by the Federal Department of Education.*

2. Financial records are maintained so that the institution's fiscal position may be analyzed in a timely manner.

*The Budget/Financial Analyst monitors all journal transactions and tracks all budget line items to ensure financial positions can be demonstrated through a written statement. The Assistant Superintendent of Business Services of DUSD also provides reasonable assurance regarding the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. Bank statements are compared monthly to in-house financial records to ensure balances are maintained current. Audits are performed by Vavrinek, Trine, Day & Co., LLP, and DUSD's independent auditors during the year, to ensure proper accounting procedures are followed.*

3. The institution demonstrates responsible financial management with funds sufficient to maintain quality educational programs and to complete the education of all students enrolled.

*Supervisors' approval is required for all purchase requisitions forwarded to the DUSD Purchasing Officer; this ensures funds are appropriately used to support the school's purpose. The Budget/Financial Analyst reviews purchase requests and program budget availability, as well as existing resources. The Board reviews and approves all issued purchase orders and warrants to ensure appropriate and efficient use of funds. The BFA monitors classroom spending and equipment needs to ensure instructors have sufficient supplies and to provide quality educational training and current technology experience for all students, regardless of special needs.*

4. The institution considers its financial resources as a basis for strategic planning.

*An annual operational budget is approved by the Board and is reviewed monthly, based on actual revenues and expenditures. This budget may be revised periodically to reflect changes in income or unexpected outlays. As a part of the budget review process, long and short-term goals are based on projected income and are established and approved by the Board. These goals are reviewed periodically and revised when necessary to reflect the current needs of DAS and the financial status of the accounts.*

5. The institution uses adequate auditing and budgetary controls and procedures consistent with local, state, and federal requirements.

*Downey Unified School District and, therefore, Downey Adult School Career and Education Center is audited annually by an approved independent audit firm to ensure appropriate fiscal responsibility is maintained. This audit is presented to the Board for any recommendations and/or findings. In addition, categorical program monitoring may occur at various times throughout the year by special program agencies, such as AEBG, WIOA or Carl Perkins. Findings are issued to the sending agency and reported to the Board, usually with letters of commendation. The Board approves all expenditures in keeping with local, state, and federal regulations; the BFA oversees the maintenance of current accounts and appropriate accounting procedures, ensuring fiscal responsibility and current financial status information.*

6. The institution exercises proper management, financial controls, and business practices.

*With general compliance oversight from the Superintendent, DAS administrators are responsible for the assurance of continued compliance within appropriate regulatory, statutory, contractual, and accreditation requirements. Compliance is considered the responsibility of all staff. DAS requires employees at all levels to know the policies and procedures governing their respective responsibilities, and to report violations. Instructors and staff maintain appropriate business practices regarding the operation of the school and its classrooms. School-wide Staff meetings are held twice annually to inform all staff of the financial status of DAS. Staff members are trained in expected fiscal responsibility measures, which ensure remaining within the stated budgets for classrooms or individual offices.*

7. All persons handling institutional funds or revenues from any source are bonded or covered under an employee-dishonesty insurance policy.

*DAS, as a part of Downey Unified School District maintains a contract with ASCIP to cover any losses due to employee mishandling of funds. The limits are:*

- *3,500,000 Employee Theft, forgery or alteration, computer fraud, funds transfer fraud, money orders & counterfeit currency*
- *3,500,000 Faithful performance of duties*
- *300,000 Theft of money & securities*
- *300,000 Robbery of Safe, burglary of other property*

8. Financial aid programs utilizing public and/or private funds are capably administered and accurately documented.

*Assistant Principal Cindy Grafton is the DAS Financial Aid Director. She is knowledgeable and has the ability to determine eligibility for Federal financial assistance programs and policies. The DAS Financial Aid Office personnel remain current with updated and changed regulations and policies by attending workshops sponsored by the Department of Education. The Staff accurately documents each student Financial Aid file and securely maintains these files.*



9. Qualified personnel are responsible for proper record-keeping, reporting, and auditing.

*Personnel for the Business and Financial Aid Offices are carefully interviewed and selected for their competency, extensive knowledge, and exceptional fiscal handling capabilities. Requirements for understanding financial procedures and regulations covering the operation of the Business Office are included in the job descriptions of each responsible staff member. The Board of Education reviews recommendations and makes final approval for each staff member within these offices. In addition, the Financial Aid Administrator, Rita Rodarte-Myers has attended Fundamentals of Title IV Administration provided by the United States Department of Education. Information on special requirements in record keeping and financial reporting are a part of their rigorous training. An independent auditor is contracted annually to review all accounts and accounting procedures, to ensure valid record keeping is maintained and all procedures are within State and Federal regulations and guidelines. All audit findings are reported to the DUSD's Board of Education.*

10. The institution has reported all contingent liabilities in a timely manner.

*Downey Adult School Career and Education Center did not have any contingent liabilities to report.*

11. To satisfy Commission reporting requirements, the institution has submitted notices and copies of all lawsuits filed against the institution within 5 days of being served.

*Downey Adult School Career and Education Center did not have any lawsuits filed against the institution.*

12. Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including compliance with default management and audit benchmarks.

*DAS ensures that compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained through the participation in and cooperation with independent auditors whom test all facets of the administration of Title IV Pell program. The independent auditing company is provided to DAS through an annual district-wide audit which typically occurs between June and August. Compliance with default management and audit benchmarks are also maintained through accounting records which are maintained by the accountant/Bursar.*

13. A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with available lenders is utilized.

*Downey Adult School Career and Education Center does not participate in any Student Loan Programs.*

14. Students are informed of their ethical responsibilities regarding financial assistance.

*All students must attend an orientation prior to registration. During registration, all prospective students receive a 2-sided handout regarding the financial aid process. A representative from the Financial Aid Office is in attendance and begins the orientation with a step-by-step overview of how students may apply using the Free Application for Federal Student Aid (FAFSA) and how their will be processed at DAS. Additionally, it is explained that DAS only participates in the Federal Pell Grant program and it is also explained how students successfully earn Pell Grants.*

#### **Special Financial Stability Requirement for Public Institutions (Item 15)**

15. The institution clearly identifies sources of funds and revenues and shows evidence of fiscal stability.

*As sources of funding are identified, applications for grants and contracts are completed. The Business Office maintains a list of all funding sources, whether an allocation from DUSD, student fees, a grant or private donation. This information is conveyed to the Board and recorded in the financial records of DUSD. The Business Office maintains copies of all agreements involving financial income, which outline the fiscal reporting requirements for a particular funding source. A budget is drawn based on known sources of income and submitted to the Board for approval. It is revised, when necessary, to identify additional sources of income that may be acquired during the year. As part of State requirements, a portion of the DAS budget must be allotted in a reserve account, ensuring fiscal stability, in the event any expected income is not received*

#### **Special Financial Stability Requirements for Non-Public Institutions (Items 16 through 18)**

16. To document financial stability, the institution submits annual audited financial statements prepared by an independent certified public accountant and completed COE financial forms. Financial statements are prepared in accordance with Generally Accepted Accounting Principles (GAAP). The audit is performed in accordance with Generally Accepted Government Auditing Standards (GAGAS). A separate income statement must be provided for the main campus and each branch campus. (See definition of audited financial statements in Section VII. Definitions, Standard Seven.) For initial accreditation, non-public institutions must submit audited financial statements for the two most recent fiscal years, the first of those two years must be the audited financial statements submitted with the institution's candidacy application and the second audited financial statements must represent activity while the institution is in candidate status. Restated (or revised) audited financial statements will not be accepted without third-party certification.

The institution demonstrates its financial stability through submission of the most recent audited financial statement that reflects:

17. A minimum, unrounded composite score of 1.5 for the two most recent fiscal years; and,
18. No condition or event which could potentially affect the institution's ability to continue operation, including but not limited to, contingent liabilities, on-going litigation, or the financial stability of a parent corporation.

*Downey Adult School Career and Education Center is a public institution.*

### **Refund Policy *Multi-Part Criterion (19-23)***

19. The institution has a fair and equitable refund policy for the refund of tuition, fees, and other institutional charges in the event the institution cancels a class or if a student does not enter or does not complete the period of enrollment for which the student has been charged.

#### **All of the following are elements of a fair and equitable plan:**

20. The institution's refund policy is published in the catalog and uniformly administered.  
21. Refunds, when due, are made without requiring a request from the student.  
22. Refunds, when due, are made within 45 days (1) of the last day of attendance if written notification has been provided to the institution by the student, or (2) from the date the institution terminates the student or determines withdrawal by the student.  
23. Retention of tuition and fees collected in advance for a student who does not commence class does not exceed \$100.

*The refund policy is fair and equitable, and applied to all students in all courses where refunds are allowed.*

*DAS clearly explains the tuition and refund policy to all students. The catalog is mailed to over 6,600 addresses throughout the city of Downey and surrounding cities and a two page mailer is mailed to every household in Downey and to all students who have attended in the past year. It is distributed to students at enrollment, orientation, and upon request. The refund policy is fair and equitable, and applied to all students in all courses where refunds are allowed.*

*DAS does follow the Council on Occupational Education Refund Policy. The Governing Board has approved a policy that does not require a written request from the student. DAS internally prepares a refund form, this is to ensure that a paper trail exists. It confirms the official date of withdrawal. The refund form also has a place for the student to explain, if s/he so chooses, why they withdrew. This information is critical to the school's goal to continually improve its programs.*

#### *30 Days or Less Timeframe:*

*It is DAS policy that the timeframe to refund be no longer than 30 days from the date of determination that the student withdrew. Adherence to this policy ensures refunds are processed in a timely manner. This is critical to the success of the school, as late refunds are the most serious audit finding by the U.S. Department of Education and can cause serious liabilities for the school. An Institution must return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after it determines, or should have determined that the student withdrew. This information is in the school brochure.*

*Any tuition fees collected for a student who does not commence class, is refunded less a \$50 cancellation fee. If a student begins class, fees collected, less the cancellation fee, are refundable through the first three days of class. After the first three days of class, the cancellation fee, any fee for books given to the student and the pro-rated fees are retained. No refunds are given after the student has attended over 60% of class. DAS has an equitable refund policy for the refund of tuition fees and other charges. The policy is uniformly administered and published. This policy has been approved by DAS' Administration.*

### CHALLENGES AND SOLUTIONS

Funding for continuing education operations at DAS has failed to keep pace with inflation and the growing demand for programs and services. DUSD has been generous to DAS but, as their funds from the State continue to be reduced, they have encouraged DAS to be self-sufficient. Over the past four years, we have been required to increase tuition with the ultimate goal of becoming completely self-sufficient.

Increasing our course offerings that are Title IV eligible has enabled us to meet the community's growing demand for training and eases the financial burden across the various departments. We are also increasing our relationships with third party sponsors, like Workforce Development Board and workers' comp. insurance companies to retrain their clients. We have just been approved to facilitate Veterans Affairs benefit recipients.

### SUMMARY

Downey Adult School Career and Education Center has been a part of the community since 1940. It has adapted to changing economic times and will continue to serve as a valued asset well into the future. Fundamentally sound policies and procedures are in place to ensure fiscal success.



# STANDARD EIGHT HUMAN RESOURCES





### INTRODUCTION

Downey Adult School follows Downey Unified School District Human Resource policies to ensure that all faculty and staff are qualified, regularly supported through evaluations and maintain professional growth activities. DAS maintains excellent relationships with community businesses to ensure faculty has access to current industry standards. DAS has well qualified support staff and exceptional support from the district to ensure instructional support services are well addressed.

### ANALYSIS

#### **General**

1. Duties and responsibilities of each position are specified in written job descriptions made available to administrators, faculty, and staff of the institution.

*All job descriptions are available on the District web site [www.dusd.net](http://www.dusd.net) or available upon request. Duties and responsibilities of each position are specified in a written job description. Job descriptions are updated by the Supervisor and Personnel Office prior to advertisement and testing for open positions. All classified job descriptions are approved by the DUSD Board of Education and the personnel commission.*

2. The institution has provided and implemented appropriate and published procedures for handling complaint/grievances for faculty and staff, consistent with the policies of the institution's governing board.

*Complaint procedures for faculty and staff are consistent with Downey Unified School District Policy and are posted in the Downey Adult School brochure as well as in the work room. Complaints are first addressed at the informal level with the assistance of the Downey Adult School administration. It is expected that employees and supervisors will make every effort to resolve employee complaints and disagreements informally before resorting to formal complaint procedures.*

3. Appropriate procedures have been developed for the continuous evaluation of the performance and effectiveness of all institutional employees, with at least an annual written formal review and evaluation.

*Every two years classified employees are evaluated formally and a copy is given to the employee and a copy is placed in their personnel file. A special review may be requested by administration if unsatisfactory performance and/or effectiveness are observed. Throughout the school year, faculty and staff are observed regularly and provided with guidance and suggestions for improvement by their immediate Supervisor.*

4. Appropriate orientation procedures for all employees are maintained and followed equitably.

*At the time of hire, the District Personnel Office provides an orientation to new classified employees. Certificated personnel have their orientation at the adult school. CTE/Leadership meetings are held on a monthly basis on the Downey Adult School campus keeping staff informed regarding State budgets, finance laws, new procedures, organizational and personnel changes. The office staff meets once a week to review procedures, organizational and personnel changes. Two staff meetings are held throughout the year to provide staff with updates on all local school and State changes. One mandatory school-wide Professional Development meeting is held every October.*

### **Faculty**

1. **This criterion applies to ALL campuses:** The institution has a sufficient number of faculty members to fulfill its mission and operate its programs.

*Downey Adult School is a post-secondary institution. It retains staff at levels sufficient to operate effectively. Downey Adult School has 17 full-time teachers and 50 part-time teachers as well as 18 full-time and 7 part-time classified support staff. The Downey Adult School has two full-time administrators.*

### **Each faculty member possesses:**

2. At least a high school diploma (or its equivalent);
3. Expertise in the area of responsibility that is actively maintained; and,
4. A record of performance that reflects work-based standards as interpreted by the institution.

*Each faculty member has at least a high school diploma (or its equivalent).*

*Each faculty member has demonstrated competency in the technical area of instruction which allows DAS to provide a talented staff for each vocational program. State requirements for teacher certification must be met by all faculty. These include minimal educational requirements along with occupational experience requirements. Certification may be accomplished through a combination of earned degree and years of professional experience or by high school diploma and a minimum of five years of occupational experience. Higher educational degrees may be used in place of some of the occupational experience. DAS conducts annual credential audits to ensure faculty is qualified for their positions.*

*Each faculty member is formally and informally evaluated by administrators.*

5. Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met.

*Additional requirements established for faculty members by the institution's governing board and/or state regulatory agencies are met. Some programs are bound by additional state regulatory agencies and must meet those requirements.*

6. Faculty members who teach general education courses in Associate Degree programs hold a minimum of a Bachelor's degree with 15 semester hours or 23 quarter hours in the teaching discipline. (In exceptional cases, evidence of outstanding professional experience or creative achievement in the field may be considered in lieu of formal academic preparation.)

*DAS does not offer Associate Degree Programs.*

7. Faculty members who teach in technical areas of associate degree programs have a minimum of an Associate Degree in an area that is related to the technical courses they teach. (In exceptional cases, evidence of documented work experience and skills in the technical field may be considered in lieu of formal academic requirements.)

*DAS does not offer Associate Degree Programs.*

8. **For all coursework delivered via distance education:** The institution provides appropriate training for faculty who use technology in distance education courses and programs.

*All DAS faculty receives appropriate training to teach any distance education course and/or program.*

9. The institution plans, provides, supports, and annually documents professional growth opportunities for and participation by all faculty members.

*Downey Adult School promotes staff development and professional growth opportunities for all staff that focuses attention on advances or changes in their area of expertise. Assistance is given to attend conferences or special events as budget allows, and time is provided for staff development opportunities, in-service training, and higher education efforts. Downey Adult School encourages faculty to attend conferences and staff developments in their fields and to participate in community organizations or partnerships that provide awareness of developments or changes in their area of expertise.*

10. Documentation is available to demonstrate that each faculty member in a technical field maintains liaison with employers in the technical field through periodic visitations and personal contact.

*All teachers maintain contact with employers in their technical field by participating in occupational advisory committees. Instructors also follow-up with employers on students who have been placed in their businesses for training work-based activities.*

### Administrative and Supervisory Personnel

1. **This criterion applies to ALL campuses:** The institution has a sufficient number of administrative and supervisory personnel to fulfill its mission and to oversee the operation of its programs.

*Downey Adult School is a secondary and post-secondary institution and maintains a sufficient number of administrative and supervisory personnel in the Downey Adult School Adult Career and Education Center departments. The adult school has one full time Principal, one Assistant Principal, and four part-time night supervisors. The Principal of the adult school directs and supports administrative and supervisory leadership personnel. The Assistant Superintendent provides oversight of the Principal and adult classes, while providing District support. The Principal and Assistant Principal observe instructors in their classrooms on a regular basis, and meet with support staff, on a weekly basis. The Principal and Assistant Principal provide supervision and guidance to all the faculty members with the assistance of support staff in the Admissions, Academics, Career Services, and Counseling Office. A Supervisor and evening Int. Clerical Assistant are employed by the adult school to supervise and support faculty and students during evening courses. DAS employs sufficient administrative faculty to provide oversight and support to operate all programs and fulfill its mission.*

2. All administrative and supervisory personnel possess postsecondary education credentials and/or experience and demonstrated competencies appropriate to their areas of responsibility.

*All administrative personnel possess current California Administrative Credentials. Goals and objectives are identified in discussion with, and evaluated by, the Assistant Superintendent for satisfactory performance. Administrators attend monthly leadership meetings and training sessions led by the Superintendent and Assistant Superintendent. All staff, including supervisory personnel, are required to attend professional development and networking opportunities related to their area of responsibility.*

### Instructional Support Staff

1. **This criterion applies to ALL campuses:** The institution has a sufficient number of instructional support staff members to fulfill its mission and operate its programs.

*DAS has a sufficient number of instructional support staff members to fulfill its mission and operate its programs. DAS employs staff for classroom instructional and administrative support in the high school and Adult Career Training divisions, including: Career and Student Counseling, Financial Aid, Academics, Maintenance, Operations and Transportation (MOT), Business and Personnel Offices*

2. Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records as needed.

*Personnel are employed to maintain student records and financial records; to assist in producing instructional materials; and to prepare correspondence, reports, and other records, as needed. The front office maintains registration forms. The Financial Aid office maintains student financial aid records. The Accounting Office maintains the school financial records and records of payment for tuition and fees. Correspondence and routine reports are generally assigned to administrative support staff as indicated by responsibilities outlined in job descriptions. Reports which must be developed and produced may be assigned to any faculty/staff member with the knowledge, skills and abilities to fulfill the obligation.*

3. All instructional support staff possess the necessary education and/or experience and demonstrated competencies appropriate to their areas of responsibility.

*Personnel policies and rules are in place to define procedures for advertising and selection of staff. Minimum qualifications are researched by the Personnel Director and communicated to Administrators for positions in their respective departments. Qualifications are reviewed and updated when vacancies are posted, requested by the Supervisor, and based on changes in departmental needs. Qualifications of all staff are on file in the Personnel Office, evidencing that minimum requirements are met. Competencies of all staff are documented on a semi-annual basis through performance evaluations. Classified staff are encouraged to take classes for professional growth and are compensated after they have completed a five-year program.*

### Non-Instructional Support Services

1. **This criterion applies to ALL campuses:** Custodial services are available to provide routine care and maintenance of facilities and grounds for the institution.

*DAS employs a full-time utility person and three full-time custodians that are responsible for routine care, preventive maintenance, and custodial services for Downey Adult School. Maintenance staff from the district monitors and repairs cooling/heating needs ensures sufficient electricity is available and that all cords, outlets, and power strips are maintained to OSHA safety standards. Custodial staff maintains sanitary bathrooms and two full-time and one part-time Security assistants check parking facilities to ensure codes are adhered to and that the campus remains secure. Supply rooms for maintenance equipment are well maintained and neat. An adequate supply of materials is maintained to keep facilities clean and sanitary. Repairs needed are reported to the Principal, Assistant Principal, and/or Adult School Office Manager to be completed and are documented on Work Order forms. Downey Adult School has two full-time security assistants during the day and one part-time security assistant in the evening. In addition, the school has a Downey police officer on campus during the day*

2. **This criterion applies to ALL campuses:** Preventative maintenance services are provided to ensure continued operation of the facilities.

*Maintenance staff members perform preventive maintenance and regularly inspect the DAS facility for repairs needed. Downey Adult School staff does a preventive maintenance check and regularly inspect the DAS classrooms and equipment. Work orders are submitted to District for repairs.*

### CHALLENGES AND SOLUTIONS

The budget crisis continues to be a concern to adult schools as well as K-12. Looking to outside sources to help fund classes and support our students will help DAS to continue to be able to meet the needs of the students.

### SUMMARY

In summary, DAS, under the guidance and direction of the Downey Unified School District Board of Education, can clearly demonstrate the necessary processes to hire, train and evaluate both instructional and non-instructional faculty and staff. Professional growth opportunities are supported from the district level through the school level and faculty and staff are encouraged and motivated in pursuit of continuous self-improvement, upgrading skills, and seeking professional growth opportunities. Staff development, job descriptions, certification, personnel procedures, and staffing are aligned with the district and state requirements and documentation of same is maintained.

## ROSTER OF INSTRUCTIONAL STAFF

(Location: Downey Adult School)

Complete this roster for all (full & part-time) instructional staff currently employed and on site. Indicate which instructors teach courses within Associate Degree Programs with an asterisk (\*). Complete one chart per location.

NAME <small>Note: Group by program</small>	YEAR OF EMPLOYMENT	MOST ADVANCED DEGREE	EXPERIENCE in Field	EXPERIENCE in Classroom	COURSES TAUGHT	CURRENT INSTRUCTIONAL LOAD IN HOURS	
						Part-Time	Full-Time
<b>Career Technical Education Instructors</b>							
Abello, Anthony	9/18/2017	H.S.D.	10	9	Phlebotomy		X
Aguirre, Kathryn	9/1/2018	H.S.D.	18	12	Medical Assistant		X
Anderson, Arthur	6/20/2018	B.A.	5	2	Advanced Security Guard Academy		X
Ando, Michelle	8/19/2015	A.A.	10	10	Court Reporting		X
Bocanegra, Lina	2/6/2015	D.M.D.	10	5	Dental Assistant		X
Burns, Rosa	4/9/2018	A.A.	30	10	Dental Assistant		X
Carstairs, Matthew	7/17/2018	H.S.D.	14	5	Emergency Medical Technician		X
Cervantes, Luis	6/15/2017	B.S.	17	2	Emergency Medical Technician		X
Chiaravalloti, Susan	8/1/2006	B.S.	36	31	Court Reporting		X
Ciatti, Christina	6/26/2013	A.A.	30	5	Medical Biller Coding		X
Dunbar, Mai	2/1/2018	B.S.	26	26	Dental Assistant		X
Epperson, Jocelyn	9/1/2009	A.A.	10	14	Court Reporting		X
Falcon, Ellen	6/8/2015	M.D.	33	3	Vocational Nursing		X
Gallagher, Mary	4/26/2010	Ph. D.	26	26	Court Reporting		X
Gonzalez, Leonor	3/25/2009	B.A.	11	15	Medical Assistant		X
Guerra, Mario	1/1/2018	A.S.	44	11	Emergency Medical Technician		X
Hagen, Linda	7/27/2015	M.S.	30	20	Court Reporting		X



Holcombe, David	9/28/2015	A.A.	30	4	Emergency Medical Technician	X
Hurtado, Teresa	1/17/2018	B.A.	16	10	Dental Assisting	X
Iglesias, Allison	8/19/2013	H.S.D.	4	5	Pharmacy Technician	X
Jones, Angelique	9/1/2017	H.S.D.	30	9	EKG Technician	X
Leaf, Randolph	1/5/2009	M.A.	41	10	Court Reporting	X
Legaspi, Dan	10/13/2008	A.A.	5	10	Pharmacy Technician	X
Lopez, Jenette	12/12/2016	B.S.N.	8	2	Vocational Nursing	X
Markos, George	12/8/2017	M.D.	10	5	EKG Technician	X
Martin Del Campo, Ninive	8/1/2018	H.S.D.	15	9	Medical Biller Coder	X
Mejico, Gale	2/23/2006	A.A.	21	13	Vocational Nursing	X
Monte, Richard	12/13/2010	H.S.D.	18	15	Massage Therapy	X
Morales, Hernand	8/5/2011	B.A.	27	14	Medical Assistant	X
Nelson, Melinda	1/4/2016	B.S.	17	13	Paralegal	X
Morales, Hernand	9/6/2011	B.A.	22	8	Clinical Medical Assistant	X
Pacheco, Mariana	5/1/2014	M.S.N.	35	5	Vocational Nursing	X
Page, William	8/1/2015	A.A.	20	12	Medical Assistant	X
Ravenscroft, Carrie	3/8/2017	B.A.	30	28	Court Reporting	X
Roxas, Agnes	3/19/2018	D.M.D.	9	9	Dental Assistant	X
Salcido, Rita	1/1/2018	H.S.D.	15	8	Phlebotomy	X
Shaffer, Cheryl	6/13/2018	M.A.	15	10	Advanced Security Guard	X
Spathopoulos, Julie	1/4/2010	B.S.	20	18	Medical Assistant	X
Teh, Manolita	6/1/2016	D.M.D.	30	10	Dental Assisting	X
Velazquez, Victor	4/23/2012	H.S.D.	4	7	Clinical Medical Assistant	X
Vicencio, Rosalina	7/1/2011	B.A.	6	1	Vocational Nursing	X
Washington, Larice	1/8/2019	A.A.	28	10	Dental Assistant	X



Watson, Harvey	8/1/2018	A.A.	27	3	Advanced Security Guard	X	
Youngblood, Shawn	1/6/2015	A.A.	23	4	Emergency Medical Technician	X	
<b>Non-Career Technical Education Instructors</b>							
Alexander, Scott	9/18/2013	B.S.	6	6	English as a Second Language		X
Chisum, Diane	9/9/1996	B.S.	24	17	Parent/Child Participation	X	
Cuevas, Dania	9/1/2006	M.A.	7	7	Parent/Child Participation	X	
Dame, Robert	9/9/2016	B.A.	7	3	High School Diploma		X
Escalera, Claudia	9/1/2005	B.S.	19	12	English as a Second Language		X
Fox, Colleen	1/20/2017	B.A.	35	35	English as a Second Language	X	
Gutierrez, Michelle	8/1/2018	B.A.	22	22	English as a Second Language	X	
Holt, Kelly	9/13/2004	B.S.	30	14	Brain Fitness/Computer Applications		X
Island-Chavez	4/28/2017	M.S.	20	17	English as a Second Language	X	
Lee, Linda	9/13/1993	None	45	45	Oil Painting/Watercolor Painting	X	
Manzanares, Marvin	11/7/2005	B.A.	18	18	High School Diploma/GED	X	
Martinez, Elizabeth	9/12/2014	M.A.	4	4	English as a Second Language	X	
Mercurio, Teresa	5/9/2000	None	30	13	Floristry	X	
Nevarez, Robert	1/10/2005	J.D.	17	17	High School Diploma/GED	X	
Perez, Marcela	2/1/2015	B.A.	22	12	English as a Second Language	X	
Robinson, Daryl	8/1/2016	None	10	3	Computer Applications	X	

Rooney, Virginia	4/18/2000	B.S.	27	27	Photoshop Elements/Digital Photography	X
Sanchez, Marisol	8/17/2016	B.A.	18	11	English as a Second Language	X
Sawada, Marsha	1/24/2000	B.A.	13	13	High School Diploma/GED	X
Schoeman, Ron	4/29/2002	M.A.	30	30	High School Diploma/GED	X
Schuldt, Joseph	1/1/2019	M.A.	4	4	English as a Second Language	X
Selnick-Doshay, Mona	4/25/2005	B.A.	30	17	Wire Wrap Jewelry	X
Wood, Silvia	9/11/2000	A.A.	23	18	Computer Applications	X

**ROSTER OF ADMINISTRATIVE, SUPERVISORY AND SUPPORT STAFF**

Location: Downey Adult School

Complete this roster for all (full & part-time) administrative and supervisory staff currently employed and on site. Complete one chart per location.

NAME	TITLE	YEAR OF EMPLOYMENT	EDUCATION	EXPERIENCE	NO. of HOURS EMPLOYED PER WEEK
<b>ADMINISTRATIVE &amp; SUPERVISORY</b>					
Blanca Rochin	Principal, Adult School	2004	M.A. Administrative Credential	12	40 hours
Cindy Grafton	Assistant Principal, Adult School	1997	M.A. Administrative Credential	5	40
Regina Donahue	Night Supervisor	2009	B.A. Administrative Credential	27	4.5
Russell Arnold	Night Supervisor	2008	M.A. Administrative Credential	20	4.5
Allen Layne	Night Supervisor	2006	Administrative Credential	45	4.5
Todd Koenig	Night Supervisor	2016	Administrative Credential	20	4.5
Andra Jo Hayes	Night Supervisor	2016	Administrative Credential	20	4.5
<b>SUPPORT STAFF</b>					
Alvarez, Minerva	Instructional Assistant, Adult School	1995	HS Diploma Meets NCLB	32	40
Banos, Elizabeth	Bilingual Intermediate Clerical Assistant	1998	HS Diploma	25	40
Lopez, Maria	Intermediate Clerical Assistant	2011	HS Diploma 2 years college	30	40
Madariaga-Valentine, Karina	Instructional Services Technician	2000	HS Diploma B.A.	22	40
Morales, Carmina	Bilingual Child Care Assistant	2001	HS Diploma B.A. EOD Meets NCLB	20	40

Ruiz, Gregory	Utility	2010	HS Diploma Labor Law Certification	25	40
Sandoval, Angelica	Bilingual child care Assistant	2001	HS Diploma	20	20
Stott, Gary	Registrar	1995	GED Meets NCLB	35	32
Alvarado, Veronica	Lab Assistant	2017	HS Diploma 2 years college	2	20
Chew, Patricia	Lab Assistant	2015	HS Diploma	4	10
Pulido, Jessica	Lab Assistant	2017	HS Diploma	2	10
Kerr, Gladys	Lab Assistant	2016	HS Diploma 2 years college	3	10
Cerecides, Crystal	Child Care Assistant	2017	HS Diploma	3	12
Garcia, Lydia	Child Care Assistant	2015	HS Diploma	20	18
Gera, Janet	Intermediate Accounting Asst.	2014	B.S.	25	40
Gonzalez, Amalia	Intermediate Account	2018	HS Diploma	22	40
Hernandez, Victor	Security Assistant	2017	HS Diploma	2	2
Hunt, Jaymee	Sr. Clerical Assistant	2016	B.A.	2	40
Iacovitti, Alex	Instructional Assistant	2013	B.A.	6	
Masias, Fernando	Intermediate Clerical Asst.	2018	B.A.	1	40
McClure, Robert	Security Assistant	2017	B.A.	25	40
Molina, Lucille	Intermediate Clerical Asst.	2018	B.A.	7	40
Posada-Garcia, Angelica	Nursing Program Asst.	2017	HS Diploma 2 years college Med. Assist. & Phlebotomist Certs.	4	20
Roark, Robert	Senior Accountant	2014	HS Diploma 2 years college	29	40
Rodarte-Myers, Rita	Instructional Services Tech	2015	B.A.	23	40
Sanchez, Francisca	Sr. School Office Manager	2014	A.A.	10	40
Valencia-Diaz, Alejandro	Int. Clerical Assistant	2016	B.S.	5	40
Velasco, Evelyn	Int. Clerical Assistant	2016	HS Diploma	12	40

Villelobos, Elizabeth	Sr. Clerical Assistant	2014	HS Diploma	4	40
Flores, Amanda	Sub-Int. Clerical Assistant	2018	HS Diploma	18	40
O'Quinn, Richard	Int. Assistant	2018	HS Diploma Licensed Massage Therapist	1	20



# STANDARD NINE

# ORGANIZATIONAL STRUCTURE





**STANDARD 9**  
**Form of Ownership**

Check the appropriate box, complete the section of the form that applies to your institution, and provide any requested documentation. Include this form in the self-study.

Check the appropriate box; complete that section of the form; and provide any requested documentation. (***Only one box should be checked.***)

√	<b>PUBLIC</b>
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Governing Board (Public Institution)		Board of Education of Downey Unified School District	
Name		Downey Adult School Career and Education Center	
Chairman and/or Executive Director		John A. Garcia, Jr. Ph.D., Superintendent	
Address		12340 Woodruff Avenue	
City	Downey	State	CA
		Zip	90241
Telephone	562-940-6200	FAX	562-940-6221

Provide a copy of the institution's legislative authorization.

<https://www.cde.ca.gov/sdprofile/details.aspx?cds=1964451193245>

School Profile: Downey Adult (CA Dept of Education)



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  School 
  District

enter school name

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## School Profile: Downey Adult

### School Details

School	Downey Adult
District	Downey Unified ( <a href="#">District Profile</a> )
County	Los Angeles
Address	12340 Woodruff Ave. Downey 90241
Phone	(562) 940-6200
Web site*	<a href="http://www.das.edu">http://www.das.edu</a>



<https://www.cde.ca.gov/sd/profile/details.aspx?cds=19644511932425>

### INTRODUCTION

Downey Adult School Career and Education Center (DAS) is a part of the Downey Unified School District. The District includes thirteen elementary schools, four middle schools, two high schools, one continuation school, and one adult school (DAS), all of which are governed by a five member elected school board. The school board and its policies and administrative regulations, in accordance with the California Education Code, provide the governance of the district, which includes the adult school. The superintendent of schools is responsible for the daily operation of the school district. District personnel are assigned responsibilities consistent with their job descriptions and duties. The Principal is responsible for the day to day operation of DAS with the assistance of a leadership team consisting of an Assistant Principal, Budget/Financial Analyst, High School Counselor, Director of Financial Aid, Office Manager and Department Chairs. CTE/Leadership meetings are held monthly and include communications regarding curriculum, business and planning for accreditations.

### ANALYSIS

1. The institution has a properly constituted governing body or board that has the legal authority and responsibility for the institution's operation and control.

*The Downey Unified School District Board of Education has the primary responsibility and authority for developing written policies that promote the effective operation of Downey Adult School Career and Education Center. The board consists of five members, each elected to four year terms.*

2. If applicable, the non-public institution has in custody the currently valid original document(s), typically a license, required to operate as an occupational education institution within the state where it is located

*This is not applicable to Downey Adult School Career and Education Center. DAS is a public school operating under the auspices of the Downey Unified School District Board of Education.*

3. The authority for implementation of the governing body's policies is delegated to a chief administrative officer, who is responsible for the institution's operation.

*The Superintendent of Downey Unified School District, Dr. John A. Garcia, Jr., is responsible for the daily operation of the school system. He and district staff develop board policies and procedures which follow California Education Code and Downey Unified School District Board of Education Policies as well as state and federal regulations. Principal Blanca Rochin is part of the superintendent's cabinet and is recognized by the board of education as the administrative officer for DAS. She is responsible for both the school's long-term goals and its day-to-day operations. Her job description outlines the major responsibilities of the position.*

4. The chief administrative officer is the official of record for all purposes of the commission, is a full-time staff member of the institution, has his/her office on the main campus, and is the commission's point of contact with the institution, including branches, if any.

*Principal Blanca Rochin is the chief administrator for Downey Adult School. This is a full-time position. Her office is located on the main campus of the Downey Adult School Career and Education Center at 12340 Woodruff Ave., Downey, California. Ms. Rochin has designated that Cindy Grafton, the school's Assistant Principal, be the institution's point of contact for the Council on Occupational Education.*

5. An organizational chart is available that shows the functional relationships among the personnel of the institution.

*DAS is organized under the Principal. The Principal is supported by an Assistant Principal. Instructional programs are supported by teachers assigned as Department Chairs. The operation of the school is supported by the DAS CTE/Leadership Team. The DAS Organization chart shows the functional relations among DAS personnel.*

6. The organizational structure is designed to promote the effective operation of educational programs and institutional services for students.

*The current DAS organizational structure is designed to effectively operate the school and carry out its mission while meeting the challenges presented by the state budget crisis. Blanca Rochin is the Principal responsible for Adult Education. She has taught for more than twenty years. She has been an Administrator in the Downey Unified School District for 10 years. She is responsible for the educational vision and focus of the school. Ms. Rochin reports directly to the Assistant Superintendent of Secondary Instruction of the Downey Unified School District, Roger Brossmer. Ms. Rochin also has direct access to the Superintendent, Dr. John Garcia, Jr. Ms. Rochin and her Assistant Principal, Cindy Grafton, evaluate all instructional staff and the support staff. Cindy Grafton has taught for more than 26 years and has been an administrator for five years. The education programs are supported by teachers assigned as department chairs who support the instructors' curriculum needs. These are teachers who teach as well as coordinate programs.*

### **CHALLENGES & SOLUTIONS**

The major challenge facing DAS in carrying out the mission is the lack of support for adult education programs in the California education budget. Moving the adult school budget into categorical flexibility has caused a reduction of hours of class offerings such as eliminating night classes during summer months and on weekends. The Downey Unified School District administration is very supportive of the adult school, but advocates that the adult school run completely self-sufficient. The adult school continues to maintain quality programs. DAS continuously watches the budget and adjusts the fees/costs involved to run its programs so that the adult school is self-sufficient. DAS' first priority is preparing students to enter the workforce and succeed in their chosen careers.

### **SUMMARY**

In summary, the organizational structure at all levels, including the school board to the Superintendent, to the Principal and Assistant Principal to the faculty/staff community, is well organized and in alignment with standard nine. Responsibilities are well outlined at all levels.



# **STANDARD TEN**

## **STUDENT SERVICES AND ACTIVITIES**





### INTRODUCTION

A prospective student will inquire about enrollment into Downey Adult School Career and Education Center by visiting our school's website, calling directly to the school or in person. Each CTE department has a staff member willing and able to assist prospective students along with continued support of our current and completed students. Support staff assists each student through the enrollment process; admissions testing, program advisement, registration, financial aid counseling, and eventually, job placement assistance.

### ANALYSIS

1. The Institution provides academic advisement services to assist students in planning for the occupational education program they seek to pursue.

*Each program of study has support staff to assist students in the planning for the occupational education program being sought. Before, during and after the attendance of an orientation, this support staff assists with the answering of questions and advisement into the program. For those students who have not completed the mandatory High School Diploma or Equivalency, Downey Adult School has an Academic Counselor to assist in the attainment of such diplomas.*

2. Tests or other means of assessing the achievement and aptitudes of students for various occupations are appropriate and are used to provide personalized counseling and program placement.

*All prospective students entering a CTE course at Downey Adult School must present documentation of a high school diploma or equivalency. Our Vocational Nursing program assesses prospective students with the TABE.*

3. If the institution has processed Title IV loans or is currently processing Title IV loans, it has a default management plan that meets the requirements of the Commission for as long as required by the US Department of Education to maintain a plan.

*Downey Adult School does not process Title IV loans.*

4. There is a student orientation program to acquaint new students with policies, functions, and personnel of the institution.

*Each of our CTE programs has an orientation prior to enrollment. Orientations could be via individual meetings between support staff or mandatory group orientations. The majority of our CTE programs do require prospective student to attend an orientation. Schedule of orientations can be found in the school's course catalog. During the orientation session, key personnel-including program Directors and or program teacher are introduced. A member of the school's financial aid team is also present. Program Overviews containing program requirements, course objectives, fees and payments, refund policy, failing/ repeating module, attendance, classroom dress code- uniform, textbooks requirements, required supplies, and externships.*

**Multi-Part Criterion (5-8)**

5. The institution has a written plan for evaluating the effectiveness of student retention in all programs and ensures that the plan includes input from faculty and students; is evaluated on an annual basis and evaluation results are shared with faculty and staff.
6. Written plan includes input from faculty and students;
7. Written plan is evaluated on an annual basis;
8. Evaluation results are shared with faculty and staff.

*Each CTE program at Downey Adult School has a written plan for evaluating the effectiveness of student retention and ensures the plan includes input from faculty and students. The respective evaluation plan is evaluated annually, and results are shared with faculty and staff. See Department/Course Overviews.*

*Faculty and students are included in this process*

*Plan is evaluated on an annual basis with the respective departments*

*Evaluation results are shared with faculty and staff of the respective departments*

9. The institution has published and implemented appropriate grievance policies for handling complaints from students, as described in the institution's catalog or student handbook.

*Downey Adult School's Career and Education Center adheres to the DUSD's Uniform Complaint Procedure. It clearly states the grievance policy to be used by students in case of complaints. The complaint resolution process is overseen by the Principal, and/or the Assistant Principal. The grievance policy, as stated in the school's course catalog, includes the appropriate contact information.*

10. The Commission's mailing address; telephone number and website are included within the grievance policy for cases where the grievance is not settled at the institutional level.

*The COE Commission's mailing address and contact information (phone number and website) are located on page 47 of the current Downey Adult School's course catalog.*

11. Institutional records reflect that program complaints and grievances receive due process and include evidence of resolution.

*Principal Blanca Rochin maintains the student complaint records.*

12. The institution maintains records on student complaints that are filed in accordance with the institution's grievance policy to ensure acceptable quality in the educational programs offered by the institution.

*As stated above, Downey Adult School Career and Education Center maintains records on all complaints filed at the school. DAS follows Downey Unified School District's Uniform Complaint Procedure as well as the guidelines established by the Family Educational Rights and Privacy Act (FERPA) which can be found in the DAS Financial Aid Department: Policies and Procedures Manual.*

**Item 13: This item is to be completed by Visiting Teams during accreditation visits.**

13. Number of complaints in file since last accreditation site visit. (All student complaints on file must be reviewed for compliance with the institution's grievance policy.)

14. The institution has adopted and implemented a written plan for the health and safety of student in cases of sickness, accidents, or emergency health care needs on campus; and the plan is evaluated regularly.

*Downey Adult School Career and Education Center has a written plan for the health and safety of student in cases of sickness, accidents, or emergency health care needs on campus. Evacuation plans are in all classrooms, a triage station set up by the school's Vocational Nursing Program in case of a disaster as well as Vocational Nursing instructors and a Director of Nursing on campus.*

15. **This criterion applies to ALL campuses:** A system is in effect for reporting and investigating all incidents affecting health and safety.

*Downey Adult School Career and Education Center shares a campus Columbus High School. During regular day school hours there are three security personnel on campus as well as one Downey Police officer, and a site administrator. During evening hours, there is one security person on campus as well as a site administrator. DAS does have an incident report of which is utilized to document incidences during day or evening hours. An annual Clery Act report is posted on the school's website ([www.das.edu](http://www.das.edu)) under "About Us" tab.*

16. **This criterion applies to ALL campuses:** A designated staff member is responsible for maintaining official files and records of students.

*Each CTE programs at Downey Adult School Career and Education Center has a designated clerical staff member and or program teachers responsible for maintaining official files and records of students. Since each program has different criteria and program expectations, the respective files and records may vary by department. DAS adheres to the guidelines established by the Family Educational Rights and Privacy Act of 1974 (FERPA).*

17. Written procedures for access to student coursework, testing and records are established to protect their confidentiality, limiting access to authorized personnel only.

*Downey Adult School Career and Education Center has a written procedure for access to student coursework, testing and records. See Department/Course Outlines. The school does maintain confidentiality of records by adhering to the guidelines established by FERPA.*

18. All period of enrollment, financial, academic and current educational progress records are available at the institution.

*All periods of enrollment, financial, academic and current educational progress records are maintained by the individual program support staff and in the student information system – Administrative Software Application Program (ASAP), and are made available on campus. These records include the student's official transcript, enrollment agreement, admissions test scores, financial records including financial aid records; and job placement records.*

19. The institution, upon request by students, provides transcripts or procedures for obtaining transcripts containing as a minimum the following information: program of study, courses or units of study completed with corresponding grades, and period of enrollment.

*A student's official transcript is prepared by the respective department of the program of study. Transcripts contain the following information: student personal information, date of admissions, periods of enrollment, courses (modules) pursued and grades for those modules. Transcripts show date of graduation and title of certificate conferred. Departments that do not produce transcripts provided copies of certificates of those courses/ modules completed. Downey Adult School Career and Education Center adheres to the guidelines established by FERPA.*

20. **This criterion applies to ALL campuses:** Preserving and protecting student coursework, testing and records are provided by the use of storage devices, duplicate physical or digital records, security files or other measures that ensure both the preservation and security of the records from fire, theft, vandalism and other adverse actions.

*Downey Adult School Career and Education Center protects student coursework, testing and records by using storage devices, duplicate physical or digital records in a secure file procedure. Each department of study protects their respective students' records with secure filing, digital records by using various grade keeping software as well as information stored on the school's Information System: ASAP version 3. DAS adheres to the guidelines established by FERPA.*

21. **This criterion applies to ALL campuses:** The institution is responsible for any reasonable accommodation of students who are identified as to have special needs.

*Downey Adult School Career and Education Center has a DSPS- Disabled Student Programs and Services office. Students with limitations due to a disability may receive support services and instruction from DSPS. Those students with mobility, visual, hearing, speech, psychological and other health impairments as well as learning and developmental disabilities are served.*

22. **This criterion applies to ALL campuses:** The institution provides placement services for all program completers.

*Each student is placed in an appropriate externship position upon completion of program course work. Placement is done by department chairs and or teachers. DAS has a full time staff member to assist students with job placement. All students from the school's CTE programs attend an exit/career workshop as well as meet individually with our workshop coordinator upon completion. The workshop topics include portfolio preparation, understanding business and interviewing skills.*

**Item 23: This item is to be completed by Visiting Teams during accreditation visits.**

23. Number of student files reviewed (minimum of 25)
24. The institution demonstrates that it is following a written plan for placement services.

*Downey Adult School Career and Education Center does have a written plan for placement services. Each program of study has designated support staff members assisting students with placement services.*

**Multi-Part Criterion (25-29)**

**The written plan for placement services includes the following elements:**

25. Identification of responsibility for coordination of services.
26. A communication network (must exist between the person responsible for placement coordination, the staff, the faculty, and various businesses and industries of the service area).
27. File/listing of employers and employment opportunities.
28. Counseling of students.
29. Maintenance of placement records for completers as a means of measuring the success of the institution in achieving its mission.

*Downey Adult School Career and Education Center does have a coordination of services within each department or course of study.*

*DAS provides a career development coach for those completing program of study, faculty members in the program area of the student who regularly visit and communicate with employers in the vocational field and program advisory committee members who bring to the school insights and current news pertaining to industry employment trends as well as each department's externship/clinical assignment support staff members who match student externs with appropriate assignments that, hopefully, may lead to permanent employment.*

*DAS does have a list of employers and employment opportunities. This information is stored on the school's network server.*

*As previously mentioned, each completing student attends an exit/ career workshop and meets individually with various department support staff for externships, career counseling, job placement and industry insights.*

*Upon exiting our program, students are required to complete a Student Outcome Information survey. Information on this survey assists the school's maintenance of records. Support staff for each program of study maintains and routinely verify job placement records in order to quantify the success of a program's effort in providing the skills to assure employment in the occupational field.*

30. The institution has a written plan for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for disseminating the results to the staff so that pertinent information can be used to improve the student personnel services.

*Downey Adult School Career and Education Center uses the Course Survey for determining the effectiveness of student personnel services, for documenting an annual evaluation of these services, and for the disseminating the results to the staff so that pertinent information can be used to improve the student personnel services. The school sends out Course Surveys every quarter asking for feedback from students to identify positive as well as areas of improvement. The data collected is then disseminated to be used to improve student personnel services. Each program of study or department is responsible for this information in which support staff will utilize data/ information. In addition, each staff member is evaluated by the school's administration as well as department support staff is evaluated by their respective Program Directors.*

### CHALLENGES AND SOLUTIONS

Downey Adult School Career and Education Center is a Career Training institution of higher learning. It is not a college or university in that it does not grant any form of higher educational degree. Students attending DAS earn certificates of completion for the various, short term CTE programs. Student services are provided through each department as well as the counseling and financial aid departments; there is no one centralized office for students to inquire and receive support. Since each department or program handles most of the student services provided for them, students will need to seek out the appropriate personnel to handle their respective needs. Before, during and after program orientations, students are provided with all the contacts' information pertaining to their specific course of study.

### SUMMARY

Downey Adult School Career and Education Center is an institution of higher learning. Unlike other institutions of higher learning, DAS does not have a specific office of Student Services. Each program of study (CTE) provides services to students. The services received by all CTE students include academic advisement, student assessment, personalized counseling, acquaintance with program requirements, course instruction, records and transcripts, externship placement, program completion advisement and possible career placement services. Each one of our CTE programs has a support staff to assist their students with the services mentioned above.





# GLOSSARY



ABE	Adult Basic Education
ACSA	Association of California School Administrators
AED	Automated External Defibrillator
ASE	Adult Secondary Education
BFA	Budget/Financial Analyst
BVNPT	Board of Vocational Nursing and Psychiatric Technicians of California
CalPro	California Adult Literacy Project
CaWORKS	California Work Opportunity and Responsibility
CAMTC	California Massage Therapy Council
CART	Communications Access RealTime Transmissions
CASAS	Comprehensive Adult Student Assessment System
CATESOL	California Teachers of English to Speakers of other Languages
CBEDS	California Basic Education Data System
CCAE	California Council for Adult Education
CCS	Certified Coding Specialist
CDE	California Department of Education
CDPH	California Department of Public Health
CE	Community Education
CPC	Certified Professional Coder
CSR	California Shorthand Reporter
CTE	Career Technological Education
DA	Dental Assistant
DAS	Downey Adult School Career and Education Center
DUSD	Downey Unified School District
EDD	Employment Development Department
EL	English Limited
EMS	Emergency Medical Services Authority and Los Angeles County
EMT	Emergency Medical Technician
ESL	English as a Second Language
FERPA	Family Educational Right and Privacy Act
GAIN	Greater Avenues toward Independence
GED	General Educational Development
GROW	General Relief Opportunities for Growth
LFS	Laboratory Field Services
LVN	Licensed Vocational Nurse
NCLEX – PN	National Council Licensure Examination for Practical Nurse licensure
NHA	National Healthcare Association
NREMT	National Registry of Emergency Medical Technician
OTAN	Outreach and Technical Assistance Network
PAACE	Partnership for Adult Academic and Career Education
RDA	Registered Dental Assistant
RPhT	Registered Pharmacy Technician
RN	Registered Nurse
SCANS	Secretary’s Commission on Achieving Necessary Skills
SELACO	Southeast Los Angeles County
TABE	Test of Adult Basic Education
TESOL	Teachers of English to Speakers of Other Languages
VN	Vocational Nursing
WIOA	Workforce Innovation and Opportunity Act



