

Community College *of* Philadelphia

AGENDA
Institution-Wide Committee
Monday, January 31, 2022
2:30 pm

ZOOM meeting

- I. Call to Order**
- II. Attendance**
- III. Approval of Minutes**
 - a. Minutes of October 25, 2021**
- IV. Old Business**
- V. New Business**
 - a. Behavioral Health and Human Services AAS (revision)**
 - b. Culinary Arts AAS (revision)**
 - c. Medium and Heavy Truck Technology (new)**
- VI. Information**
 - a. Memorandum #8A — Policy on Satisfactory Academic Progress**
 - b. Memorandum #8 — Policy on Academic Standards and Progress**
- VII. Adjournment**

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AGENDA

Institution-Wide Committee

Monday, October 25, 2021

2:30 pm

ZOOM Meeting

I. Call to Order

The meeting was called to order at 2:36 p.m. by Sam Hirsch.

II. Attendance

Delegates

Federation: Karima Bouchenafa, Sean Sauer (Co-Chair), Stan Walling, Jaqueline Bryant

Administration: Carol de Fries, Jacob Eapen, Sam Hirsch

Students: Ahmad Mitchel

Alternates

Federation: Rainah Chambliss, Dr. Cynthia Paul, Elisa King

Administration: Leila Lawrence (Voting), Vishal Shah, Vijay Sonty

Students: None

Guests

Shavon Ford

III. New Business

a. **Introductions** - The Committee had new voting members, delegates, and student representatives appointed to the IWC since our last meeting. Dr. Hirsch had every member introduce themselves and identify their role and department.

b. **Role of The Committee** – Dr. Hirsch discussed the different standing committees that frequently make recommendations to the IWC for our review and recommendation to the President. Academic Affairs Committee reviews changes in policies such as graduation, academic policies; the Curriculum Committee will look at new programs, and major revisions to academic degree programs. Student Affairs looks at high level policies and procedures relating to student affairs such as the student grade appeals policy or our student judicial policy; The Technology

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Coordinating Committee focuses at those issues related to technology at the Institution such as technology use or distance education policy changes. If there is a major policy or procedure or program that is reviewed by one of these committees, they will make a recommendation to the IWC, and then IWC will review and make a recommendation to Dr. Generals. The recommendation can be to: 1. Recommend to the President; 2. Not recommend to the President; 3. Send back to the Committee for additional changes or answers to questions. Typically, the individuals who presented at the initial committees prior to IWC review, will attend our meeting and provide us with their reasons for their specific recommendation. Dr. Hirsch asked for any questions or clarifications. There were none.

c. Selection of Committee Officers –

- A. Before we voted on specific officers. Dr. Hirsch discussed the role of the officers of the IWC. He noted that the Committee has in the past had several Chair models, which has included just having one individual be a chair, either a faculty member or an Administration member, OR we have had co-chairs with a faculty and administration member serving. In addition to running meetings, and taking care of the logistics for each meeting, they help to guide the review of the items in front of the IWC. An administrator as co-chair is key as their staff support handles sending out the agenda, minutes, and necessary attachments. The Chair sends the recommendation results to Dr. Generals. The Secretary keeps attendance, takes the minutes and keeps the summaries of the presentations.
- B. Jacob Eapen nominated Sam Hirsch to be co-chair, Carol de Fries seconded. Stan Walling nominated Sean Sauer as Co-chair; Jackie seconded. Sean indicated he is happy to join Sam as a Co-Chair. Dr. Hirsch asked for any additional nominations, none being offered the committee voted. All voting members from the administration, Federation and the Student Representative voted in favor of Dr. Sam Hirsch and Dr. Sean Sauer as Co-Chairs.
- C. Sean Sauer nominated Carol de Fries to serve as Secretary; Jacob Eapen Seconded. Dr. Hirsch asked for any additional nominations, none being offered, Carol de Fries motioned to close the nominations with Stan Walling seconding; all voting members from the administration, Federation and the Student Representative voted in favor of Carol de Fries as Secretary.

d.

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IV. Approval of Minutes

- a. Minutes of June 28, 2021 and Minutes of August 16, 2021 were presented for approval. Dr. Hirsch asked for questions. Ahmad Mitchell, Student Representative and Culinary Major, asked a question about the difference between policy changes discussed during both meetings. Dr. Hirsch noted that the June minutes are around Policy #5 versus August which focused on Policy #8. Dr. Hirsch noted that Policy #5 was required due to federal regulations; College Administration met with Federation leadership, and agreed it would come to IWC for information purposes only. The August meeting covered changes to Policy #8, and were brought to IWC for review and approval.

- b. Ahmad asked for greater information about the policies, what are they and what were the changes. Policy #5 focused largely on attendance modification and attendance taking. Dr. Hirsch noted that a program review from the US Department of Education resulted in the USDOE viewing CCP as a daily attendance taking institution, which we are not. This resulted in their interpretation of language in Policy #5, and as a result to ensure this misinterpretation does not take place we were required to make changes to Policy #5, which included specifically that faculty only needs to report if a student attend or not at the 20% mark, and at the 50% mark, faculty needs to report on achievement (Satisfactory/Unsatisfactory); we also clarified our two Failing grades – Earned F, and an FS. An earned F means a student attended class, took tests, participated and didn't withdraw, but they failed the class. An FS grade reflects that the student failed due to the fact that the student stopped attending; this is key to returning Financial Aid money.

Policy 8 focused largely on how the College will calculate student academic process (SAP). With those explanations, Ahmad Mitchell was satisfied and had no further questions.

Stanley Walling moved to approve the minutes. Ahmad Mitchell seconded. No further discussion. All voting members from the administration, Federation and the Student Representative voted in favor of approving both the Minutes of June 28, 2021 and the Minutes of August 16, 2021.

V. Old Business – No items were discussed.

- ## **VI. Adjournment** – Dr. Hirsch noted for the months ahead that January and February is a crunch time for review of new programs. Sean Sauer asked if we might move to in person meetings for the Spring. Stanley Walling suggested we monitor this closely and make adjustments based on the virus. Jackie Bryant noted that she works at Northwest so it would be hard for her to leave campus for in person

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meetings. Dr. Hirsch noted that we can accommodate those who can't leave and host hybrid meetings for those who can't make it in person. Meeting adjourned at 2:59 p.m.

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SIGN-IN SHEET

Institution-Wide Committee

Monday, October 25, 2021

2:30 p.m.

Meeting on Zoom Platform

NAME PRINT	SIGNATURE PLEASE
1. Karima Bouchenafa, Federation	Present via Zoom
2. Rainah Chambliss, Federation (A)	Present via Zoom
3. Carol de Fries, Administration	Present via Zoom
4. Leila Lawrence, Administration (A)	Present via Zoom as alternate, voting
5. Sean Sauer, Federation	Present via Zoom, Co-Chair
6. Stan Walling, Federation (A)	Present via Zoom
7. Jacqueline Bryant, Federation (A)	Present Via Zoom
8. Jacob Eapen, Administration	Present Via Zoom
9. Samuel Hirsch, Administration	Present Via Zoom, Co-Chair
10. Vishal Shah, Administration (A)	Present Via Zoom
11. Dr. Cynthia Paul, Federation (A)	Present Via Zoom
12. Vijay Sonty, Administration (A)	Present Via Zoom
13. Ahmad Mitchell, Student Representative	Present Via Zoom
14. Elisa King, Federation (A)	Present Via Zoom
15. Shavon Ford, Guest	Present Via Zoom

Voting Members Administration: Sam Hirsch, Carol de Fries, Jacob Eapen, Leila Lawrence

Voting Members Federation: Sean Sauer, Karima Bouchenafa, Stan Walling, Jaqueline Bryant

Voting Members Student Representative: Ahmad Mitchell

COMMUNITY COLLEGE OF PHILADELPHIA

Degree Program Revision Template

Name of Degree Program	Behavioral Health/Human Services AAS
Academic Pathway	Education and Human Services
Department	Psychology, Education and Human Services
Faculty Developer	Francesca DiRosa Pascal Scoles
Facilitator	Cynthia Giddle
Recommended Starting Semester	Fall 2022
Today's Date	January 20, 2022

I. Rationale for Revision

In the fall of 2020, the Academic Program Review of the Behavioral Health and Human Services program was presented to the Student Outcomes Committee (SOC) of the Board of Trustees. Following the presentation, the Committee unanimously recommended that “no action take place” regarding the future of the program until evidentiary documentation was submitted in the following three categories:

1. Perform environmental scan, assessment of need and market analysis
2. Develop a new program revision design
3. Develop a revised program for 2022 implementation

To accomplish these tasks, the faculty engaged in a deliberative evaluative process to address the concerns presented by the SOC. The first task was to conduct an environmental scan that involved, surveying twenty-seven community-based behavioral health treatment agencies; interviews were conducted with both the Department of Behavioral Health and Intellectual disAbility Services (DBHIDS) and Faith-Based Advisory Boards (Philadelphia Regulatory Organizations). In addition, One focus group was conducted with the Mayor’s Commission on Addiction and Recovery (Philadelphia Regulatory Organization) and 338 student survey responses were completed.

Although many issues were reported and discussed, the environmental scan revealed a need for the following changes to take place to further strengthen the BHHS curriculum in the area of workforce development as follows:

1. A revision of the BHHS program learning outcomes (PLOs) that coherently reflect the needs proposed in the environmental scan by the participating constituencies relative to staffing as well as the clients they serve.
2. The development of new courses, in addition to the revision of current courses, that are more reflective of evolving concerns of the federal, state, and local behavioral and mental health agencies and commissions, and recognize the overarching themes of trauma informed care and population health.
3. Changes in the overall core course requirements that construct a more current and relevant curriculum that prepares students to meet the needs of the workforce community.

Throughout this process, faculty considerations for curricular and course development/revisions maintained a focus on the issues, needs, and concerns related to individuals, families, communities, and interest groups that were highlighted in the environmental scan as being prevalent within our community:

- **Family and Intimate Partner Violence (IPV).** Knowledge and skills to identify and refer individuals experiencing partner violence for more comprehensive screening and assessment.
- **Addiction and Recovery.** A significant number of referrals to behavioral health facilities involve drug and alcohol issues. There continues to be strong support for the addiction certificates.
- **Youth Development.** Community, Family and Youth Engagement. There is a continuing need to develop more focused services for youth.
- **Eldercare.** There is a continuing need to develop more focused services for senior adults.
- **Trauma-Informed care.** Trauma-informed care has now become a cornerstone to effective behavioral health initiatives in the City.
- **Social Determinants of Mental Health** information to guide practice. and expand our vision from a public health to a population health perspective.

Overall, the environmental scan highlighted an opportunity to market the BHHS program by responding to the above-listed human service trends in the city of Philadelphia. In accordance with the findings of the BHHS environmental scan, the recommendations of the Academic Program Review, and the Student Outcomes Committee, the proposed program revision addresses the behavioral health and human services needs of the citizens of Philadelphia and will serve to strengthen the BHHS program to more fully prepare students to respond to the human service workforce needs of the citizens of Philadelphia.

A significant number of students enrolled in the Behavioral Health and Human Services (BHHS) degree program are first-generation college students who require a career program that fully enhances their “path to possibilities.” BHHS is a unique career-workforce program that prepares students for entry-level employment in the helping professions while also strengthening their opportunity for employment advancement and for transfer to four-year institutions. Data collected in the environmental scan indicated that a majority of BHHS students work while being enrolled in the program and envision the BHHS program as a means of improving their employment prospects in the helping professions. While improving their own lives and employment, students gain increased understanding of how individuals, groups, families and communities can work together to mitigate health disparities.

Although the proposed revised plan of study will include revised program learning outcomes, new courses, course revisions, course additions, course eliminations, and changes to the course sequence, there will not be a change in the credit hours for graduation.

II. Program Learning Outcomes

The program learning outcomes (PLOs) have been revised to reflect the changes in courses as well as the findings of the BHHS environmental scan and the recommendations of the Academic Program Review and the Student Outcomes Committee. The revised (PLOs) evince both the theoretical and skills-based knowledge that is required of students who will eventually enter the field of Humans Services. The (PLOs) serve to strengthen the coherence of the courses proposed in the revised curriculum and subsequent course learning outcomes (CLOs).

The revised outcomes below are also in section V.

Upon completion of this program graduates will be able to:

- Apply evidence-informed models, theories and practices that impact and transform individuals, families, groups, and community systems.
- Demonstrate self-awareness, cultural sensitivity, human services values, ethical practices, and behaviors consistent with the foundations of professional identity.
- Implement critical thinking, interpersonal communication, and effective helping skills.
- Utilize self-awareness, knowledge, and skills to advocate for underserved populations and groups within human services systems.
- Distinguish relevant client information and behavioral data used in assessment, documentation, and evaluation.
- Apply the skills and knowledge required of entry-level positions within the field of Behavioral Health and Human Services.

III. New Courses, Course Revisions, Course Additions, Course Eliminations, and Changes to the Course Sequence

The BHHS Environmental Scan identified core issues facing Philadelphia neighborhoods and community populations, as well as the Mental Health and Human Service agencies and facilities attempting to meet these challenging needs. The new and revised courses and other course changes are in response to the critical issues highlighted in the environmental scan, which include 1) overdose/opioid crisis, 2) family and intimate partner violence and abuse, 3) individual and community trauma, and 4) overall social determinants of behavioral health. This revision includes one new course, two course revisions, one course addition, a number of course substitutions, and one course elimination.

New Course: BHHS 102: Social Determinants of Behavioral Health is a new course that has been developed for the BHHS degree program. Another new course, BHHS 295: Capstone Field Experience, is in development.

BHHS 102 – Social Determinants of Behavioral Health

3-0-3

Credit Hours: 3

In this course, students learn about the social determinants (economic, social, and political) that affect people's behavioral health and how disparities impact health equity. By taking a broad community approach, the course enables students to contextualize individual behavioral health problems to consider ways to improve neighborhoods, increase health access, support high school graduation rates, and build social cohesion and civic participation.

Course Learning Outcomes

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

1. Distinguish between public health, population health and health equity.
2. Describe the link between social factors such as poor education, incarceration, discrimination, etc. and behavioral health outcomes.
3. Develop a plan for therapeutic interaction that responds to a specific population health concern and impacts behavioral health.

Course in Development: A new course, BHHS 295: Capstone Field Experience will be developed during the 2022-2023 academic year. This course will replace the two practicum field experiences that are being eliminated from the program.

Course Revisions: BHHS 101: Introduction to Behavioral Health and Human Services and BHHS 151: Family Violence, Abuse and Trauma have been revised as part of the degree program revision. The BHHS 101 revision places greater emphasis on workforce readiness and includes revisions to the course placement, course description, and course learning outcomes. The BHHS 151 revision reflects society's paradigm shift regarding the composition, definition and conceptualization of family and intimate partner relationships. The title of BHHS 151 has been revised to "Family and Intimate Partner Violence and Abuse" and the revision also includes changes to the course description and course learning outcomes.

Course Additions: MATH 150: Introductory Data Analysis has been added as an option to FNMT 118: Intermediate Algebra to meet the Quantitative Reasoning requirement of general education in the program. Upon review of all current FNMT and MATH course offerings, coupled with comparable Associate Degree programs in Human Services, BHHS faculty are in consensus that FNMT 118 and MATH 150 (or a higher MATH course) are appropriate for BHHS students enrolled in a workforce curriculum.

Directed Elective Course Clusters: This revision also includes two **directed elective course clusters** that align with Philadelphia agencies and facilities that address a continuum of human service needs. These clusters consisting of specified electives that offer students both a selection of courses intended to be population-centered (cluster #1) and others that are skill-centered focused, expanding upon the content taught in the program's core courses. The second cluster is also designed to allow students to fulfill BHHS certificate requirements.

Course Elimination: BHHS 195: Practicum I and BHHS 213: Practicum II, have been eliminated from the course sequence and will be replaced by BHHS 295. SOC 101: Introduction to Sociology will be eliminated, due to the addition of BHHS 102: Social Determinants of Behavioral Health. This course takes a broad community approach that enables students to contextualize individual behavioral health problems within a sociological perspective. Placing a focus on the social determinants and disparities within communities provides students with a population health perspective relative to the behavioral health issues Human Service providers confront daily in their work with clients.

Course Sequence Changes: Semester 1 offers students a combination of general education courses (ENGL 101, CIS 103, and FNMT 118 or MATH 150) along with foundational BHHS courses (BHHS 101 and BHHS 102). In addition to an introduction to the human services profession, the course sequence provides the foundational writing, technology, and quantitative skills needed to persist and succeed in the BHHS program.

Semester 2 builds on student writing and information literacy skills (ENG 102) and introduces scientific reasoning skills. It offers additional 100-level BHHS courses that build understanding of human development (BHHS 103) and implications for when normal development is impacted by trauma (BHHS 191), as well as the foundational helping skills (BHHS 111) required in the human services workforce. The summer semester allows students to acquire the oral communication skills (ENGL 115) they will need in the human services workforce. It also introduces students to the research and theories grounding the science of human behavior (PSYC 101).

Semester 3 continues to build workforce readiness with students developing group planning and leadership (BHHS 105) as well as case management practice skills (BHHS 194). They also develop knowledge and awareness of critical challenges facing Philadelphia related to addiction and the opioid crisis (BHHS 121), and have the opportunity to learn more about a specific population of interest with whom they'd like to work.

Semester 4 immerses students in the skills and competencies needed for success in the human services workforce. Students develop important helping skills (BHHS 211) while concurrently applying those skills in the context of expectations, behaviors, attitudes, and practices of human services professionals (BHHS 295). Students also focus on understanding and family systems and dynamics (BHHS 293) as well as family and intimate partner abuse and violence (BHHS 151). Lastly, students select an additional skills-centered elective based on work interests. This semester reinforces and advances the skills introduced in previous semesters.

Other Changes Related to Courses: The program has decided to keep ENGL 115: Public Speaking and not to adopt AH 116: Therapeutic Communication. Students entering the field need exposure to being able to articulate their thoughts on to paper as well as verbally. Based on the description of AH 116, the content mimics that of BHHS 111: Introduction to the Helping Skills. Students would be better served by learning to give effective formal presentations, a skill required of practitioners. This is expected of practitioners during case planning meetings, educating clients/staff, and in meetings that involve peers, supervisors, and stakeholders.

IV. Supporting Data

Please see attached appropriate documentation in the Appendix.

- Environmental Scan Report
- BHHS APR Executive Summary
- Enrollment Data Reports

V. Effect of the Program Revision on BHHS Certificates

A number of students enrolled in BHHS are simultaneously enrolled in one or more of the three BHHS certificates: Human Services Academic Certificate, Recovery and Transformation Academic Certificate, and Recovery Leadership Proficiency Certificate. All of the courses offered in the revised degree program enable students to simultaneously earn one or more certificates along with their AAS Degree in Behavioral Health and Human Services. Therefore, the program revision will have no significant effect in this regard. However, the course options in the two elective clusters now offered in the revised curriculum allow for a seamless articulation with the three certificates.

V. Space or Technology Requirements

The BHHS Program will continue to require the designated classroom space (W1-25) for all of our practice and group-work courses.

The Program has recently purchased iPads, Tripods, and a Mac Pro Laptop for faculty and student use to film practice sessions during class. W1-25 has a large storage closet in which we can safely store the equipment after each class when not in use. There is currently a great deal of old equipment that will need to be removed by facilities to make room for the new equipment.

VI. Catalog Page (current and proposed)

Behavioral Health/Human Services (current)

Description: This curriculum is designed for students interested in working with people in need. Students will have the opportunity to study human behavior and human development within the context of the psychological, social and biophysical environments in which people live. They will develop skills needed to work with others both one-on-one and in groups. They will develop the value base from which they will practice and learn the ethical standards of the helping professions. They will learn to appreciate and work in a multicultural environment. As a major part of their study, they will also have the opportunity to work directly with people in need by being assigned two field placements with agencies and institutions in the community.

Program Learning Outcomes:

Upon completion of this program graduates will be able to:

- Discover a stronger professional identity through personal growth experience
- Develop self within the ethical and culturally sensitive standards of helping
- Distinguish the major theories that inform multidimensional practice
- Demonstrate the ability to use common helping skills, critical thinking and communications

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

Program of Study and Graduation Requirements: It is recommended that students in the Behavioral Health/Human Services curriculum complete required courses ENGL 101, BHHS 101, BHHS 111 and math in the first semester to ensure time to complete either developmental math courses or successfully complete FNMT 118. It is also recommended that students take ENGL 102, BHHS 103, BHHS 105 and BHHS 194, CIS 103, and at least one of two required social sciences (PSYC 101 or SOC 101) within the first 30 credits. To qualify for the Associate in Applied Science (A.A.S.) degree in Behavioral Health/Human Services, students must complete the appropriate 63 credit hours with a minimum cumulative grade point average of 2.0 ("C" average). All BHHS students must earn a "C" or better in all required BHHS courses. While enrolled in the curriculum, students are to be guided by the values and ethical standards of the helping professions. They are also challenged to participate in a process of self-discovery and growth. Students whose behavior is viewed as inconsistent with professional standards may be dropped from the curriculum pending the results of a departmental hearing.

Course Sequence:

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 101 - Introduction to Behavioral Health & Human Services		3 credits	
ENGL 101 - English Composition I		3 credits	Writing/Research/Info Lit 1
FNMT 118 - Intermediate Algebra or higher	FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement	3 credits	Quantitative Reasoning
CIS 103 - Computer Applications & Concepts*		3 credits	Tech Comp
BHHS 111 - Introduction to Helping Skills	BHHS 101 which may be taken concurrently	3 credits	

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 194 - Case Management Practice	BHHS 111 with a grade of "C" or better	3 credits	
PSYC 101 - Introduction to Psychology		3 credits	Cultural Analysis & Interpretation
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3 credits	Writing/Research/Info Lit 2
BHHS 103 - Human Development and Behavior in the Social Environment	ENGL 101	3 credits	
BHHS 105 - Introduction to Group Dynamics		3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 191 - Introduction to Trauma and Trauma-Informed Care or General Elective **		3 credits	

Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
SOC 101 - Introduction to Sociology		3 credits	
ENGL 115 - Public Speaking	ENGL 101, which may be taken concurrently	3 credits	Oral Communication/Creative Expression
BHHS 106 - Analysis of Group Participation	BHHS 105	3 credits	
BHHS 195 - Practicum in Behavioral Health/Human Services I	BHHS 111 with a "C" grade or better	3 credits	
BIOL 106 - General Biology I or EASC 111 - Environmental Conservation		3 or 4 credits	Scientific Reasoning

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 212 - Resolution-Focused Helping Skills	BHHS 111 with a "C" grade or better Coreq: BHHS 213	3 credits	
BHHS 213 - Practicum in Behavioral Health/Human Services II	BHHS 195 with a "C" grade or better; BHHS 212 must be taken concurrently	3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 191 - Introduction to Trauma and Trauma-Informed Care or General Elective **		3 credits	
BHHS 191 - Introduction to Trauma and Trauma-Informed Care or General Elective **		3 credits	
BHHS 293 - Family and Relationship Counseling	BHHS 111 with a "C" grade or better	3 credits	

Minimum Credits Needed to Graduate: 63

* Students with computer skills may apply for credit by exam through the Computer Technologies Dept.

** Students should choose General Electives in consultation with an advisor. Students who wish to earn the Recovery Leadership Proficiency Certificate should take BHHS 121, BHHS 131, and BHHS 110. Students who wish to earn the Recovery and Transformation Academic Certificate should take BHHS 121, BHHS 131, and BHHS 222. Students who wish to earn the Human Services Academic Certificate should take BHHS 110 or BHHS 121 or BHHS 171 or BHHS 161 in one semester and BHHS 151 or BHHS 241 in another semester. Students not enrolled in certificates may take any BHHS course or any other course that fulfills transfer requirements. BHHS 191 is strongly recommended for all BHHS students.

Behavioral Health/Human Services (proposed)

Vision: We are change agents cultivating and advocating for resilience and transformation in individuals, families, groups, and communities in the City of Philadelphia.

Mission: The Behavioral Health/Human Services (BHHS) program at Community College of Philadelphia prepares adult learners for entry-level careers in human services. Using a whole-person approach, we educate students to deliver human services to individuals, groups, families, and communities in the City of Philadelphia. BHHS emphasizes the foundational knowledge, values, helping skills, and personal insight necessary to work with and on behalf of all people. We prepare students for engaged citizenship as an essential component of emerging professional identity.

Description: The BHHS degree program is designed for students interested in working in the field of Human Services. Students will have the opportunity to study human behavior and human development within the context of the psychological, social and biophysical environments in which people live. They will develop skills needed to work with individuals, groups, and communities. They will develop the value base from which they will practice and learn the ethical standards of the helping professions. They will learn to appreciate and work in a multicultural environment.

Program Learning Outcomes:

Upon completion of this program graduates will be able to:

- Apply evidence-informed models, theories and practices that impact and transform individuals, families, groups, and community systems.
- Demonstrate self-awareness, cultural sensitivity, human services values, ethical practices, and behaviors consistent with the foundations of professional identity.
- Implement critical thinking, interpersonal communication, and effective helping skills.
- Utilize self-awareness, knowledge, and skills to advocate for underserved populations and groups within human services systems.
- Distinguish relevant client information and behavioral data used in assessment, documentation, and evaluation.
- Apply the skills and knowledge required of entry-level positions within the field of Behavioral Health and Human Services.

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

Program of Study and Graduation Requirements: To qualify for the Associate in Applied Science (A.A.S.) degree in Behavioral Health/Human Services, students must complete the appropriate 63 credit hours with a minimum cumulative grade point average

of 2.0 ("C" average). All BHHS students must earn a "C" or better in all required BHHS courses. While enrolled in the curriculum, students are to be guided by the values and ethical standards of the helping professions. They are also challenged to participate in a process of self-discovery and growth. Students whose behavior is viewed as inconsistent with professional standards may be dropped from the curriculum pending the results of a departmental hearing

Course Sequence:

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 101 - Introduction to Behavioral Health & Human Services		3 credits	
BHHS 102 - Social Determinants of Behavioral Health		3 credits	
ENGL 101 - English Composition I		3 credits	Writing/Research/Info Lit 1
CIS 103 - Computer Applications & Concepts*		3 credits	Tech Comp
FNMT 118 - Intermediate Algebra or MATH 150: Introductory Data Analysis	FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement	3 credits	Quantitative Reasoning

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 103 - Human Development and Behavior in the Social Environment	ENGL 101	3 credits	Cultural Analysis & Interpretation
BHHS 111 - Introduction to Helping Skills	BHHS 101 which may be taken concurrently	3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 191 - Introduction to Trauma and Trauma-Informed Care		3 credits	
ENGL 102 - The Research Paper	ENGL 101 with a grade of "C" or better	3 credits	Writing/Research/Info Lit 2
BIOL 106 - General Biology I or EASC 111 - Environmental Conservation		3 or 4 credits	Scientific Reasoning

Summer

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
PSYC 101 - Introduction to Psychology		3 credits	
ENGL 115 - Public Speaking	ENGL 101, which may be taken concurrently	3 credits	Oral Communication/ Creative Expression

Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS 105 - Introduction to Group Dynamics		3 credits	
BHHS 121 - Foundations of Addiction Studies		3 credits	
BHHS 194 - Case Management Practice	BHHS 111 with a grade of "C" or better	3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
BHHS Elective (Choose one): <u>BHHS 110 - Principles and Practice of Positive Youth Development: Community, Family and Youth Engagement</u> or <u>BHHS 161 - Introduction to Disability Studies</u> or <u>BHHS 171 - Introduction to Aging Studies</u> **		3 credits	

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>BHHS 151 - Family and Intimate Partner Violence and Abuse</u>		3 credits	
<u>BHHS 212 - Resolution-Focused Helping Skills</u>	<u>BHHS 111</u> with a "C" grade or better	3 credits	
<u>BHHS 293 - Family and Relationship Counseling</u>	<u>BHHS 111</u> with a "C" grade or better	3 credits	
BHHS Elective (Choose one): <u>BHHS 110 - Principles and Practice of Positive Youth Development: Community, Family and Youth Engagement</u> or <u>BHHS 131 - Faith and Spirituality in Human Services</u> or <u>BHHS 161 - Introduction to Disability Studies</u> or <u>BHHS 171 - Introduction to Aging Studies</u> or		3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>LEAD 120 - Introduction to Conflict Resolution Theory and Practice</u> or <u>BHHS 106 - Analysis of Group Participation</u> or <u>BHHS 222 - Assessment and Service Planning in Recovery</u> or <u>BHHS 241 - Crisis Intervention**</u>	BHHS 106: BHHS 105 with a C or better BHHS 222: BHHS 121		
BHHS 295 - Capstone Field Experience	BHHS 194 and BHHS 212, which may be taken concurrently	3 credits	

Minimum Credits Needed to Graduate: 63

* Students with computer skills may apply for credit by exam through the Computer Technologies Dept.

** Students should choose BHHS electives in consultation with an advisor. Students who wish to earn the Human Services Leadership: Youth, Family, Community Proficiency Certificate should take BHHS 131 and BHHS 110. Students who wish to earn the Addiction and Recovery Studies Academic Certificate should take BHHS 131 and BHHS 222. Students who wish to earn the Human Services Academic Certificate should take BHHS 110 or BHHS 171 or BHHS 161 in one semester and BHHS 241 in another semester. Students not enrolled in certificates may take any BHHS elective course of interest.

VII. Current and Proposed Curriculum Map

Current Curriculum Map:

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

	Programmatic Learning Outcomes			
	Discover a stronger professional identity through personal growth experiences	Develop self within the ethical and culturally sensitive standards of helping	Distinguish the major theories that inform multidimensional practice	Demonstrate the ability to use common helping skills, critical thinking and communications
Required Courses				
BHHS 101: Intro to Behavioral Health and Human Services	I, A	I, A	I	I
BHHS 103: Human Development and Behavior in the Social Environment	R, A	R, A	I, R, A	I, R
BHHS 105: Intro to Group Dynamics	I, R, A	I, R, A	I, R	I, R, A
BHHS 106: Analysis of Group Participation	I, R, A	I, R, A		
BHHS 111: Intro to Helping Skills	I, R, A	I, R, A	I, R	I, R, A
BHHS 194: Case Management Practice	I, R, A	I, R, A	I, R	I, R, A
BHHS 195: Practicum in BHHS I	I, R, A	I, R, A	I, R	I, R, A
BHHS 212: Resolution: focused Helping Skills	I, R, A	I, R, A	R	R, A
BHHS 213: Practicum in BHHS II	I, R, M, A	I, R, M, A	R	R, M, A
BHHS 293: Family and Relationship Counseling	I, R, A	I, R, A	I, R, A	I, R, A
BHHS Electives				
BHHS 110: Positive Youth Development	R, A	R, A	R	

	Programmatic Learning Outcomes			
	Discover a stronger professional identity through personal growth experiences	Develop self within the ethical and culturally sensitive standards of helping	Distinguish the major theories that inform multidimensional practice	Demonstrate the ability to use common helping skills, critical thinking and communications
BHHS 121: Foundations of Recovery and Transformation	I, A	I, R, A	I	I, A
BHHS 131: Faith & Spirituality in Human Services	I, A	I, R, A	I	I, A
BHHS 151: Family Violence, Abuse and Trauma	I, R, A	I, A	I	I
BHHS 161: Introduction to Disabilities	I, A	I, R	I	I, A
BHHS 171: Introduction to Social Gerontology	I, A	I, R, A	I	I, A
BHHS 191: Introduction to Trauma and Trauma: Informed Care	I	I, R, A	I, A	I, A
BHHS 222: Assessment and Service Planning in Recovery	I, R, M, A	I, R, M, A	I, R	I, R, M, A
BHHS 241: Crisis Intervention	R	R, A	R	R, A

Proposed Curriculum Map:

	Program Learning Outcomes					
	Apply evidence-informed models, theories and practices that impact and transform individuals, families, groups, and community systems.	Demonstrate self-awareness, cultural sensitivity, human services values, ethical practices, and behaviors consistent with the foundations of professional identity.	Implement critical thinking, interpersonal communication and effective helping skills.	Utilize self-awareness, knowledge, and skills to advocate for underserved populations and groups within human services systems.	Distinguish relevant client information and behavioral data used in assessment, documentation, and evaluation.	Apply the skills and knowledge required of entry positions within the field of Behavioral Health and Human Services.
Required Courses						
BHHS 101	I, A	I, A	I	I, A		
BHHS 102	I, R, A	R		R, A		
BHHS 103	I, R, A	R, A		R, A		
BHHS 105	I, A	R, A	I, R, A	R, A		I, A
BHHS 111	R, A	R, A	I, R, A	R, A		I, A
BHHS 121	I, R, A	R		R, A	I	
BHHS 151	I, R, A	R, A		R, A		
BHHS 191	I, R, A	R, A		R, A		
BHHS 194	R	R, A	R, A	R, A	I, A	R
BHHS 212	R	R, A	R, A	R	R	R, A
BHHS 295	R	M, A	M, A	M, A	R, A	M, A
BHHS 293	I, R, A	R, A	I	R, A		
BHHS Electives						
BHHS 110	I, A	R		R, A		
BHHS 131	R	R, A		R, A		
BHHS 161	I, R, A	R, A	I, R, A	R		

	Program Learning Outcomes					
	Apply evidence-informed models, theories and practices that impact and transform individuals, families, groups, and community systems.	Demonstrate self-awareness, cultural sensitivity, human services values, ethical practices, and behaviors consistent with the foundations of professional identity.	Implement critical thinking, interpersonal communication and effective helping skills.	Utilize self-awareness, knowledge, and skills to advocate for underserved populations and groups within human services systems.	Distinguish relevant client information and behavioral data used in assessment, documentation, and evaluation.	Apply the skills and knowledge required of entry positions within the field of Behavioral Health and Human Services.
BHHS 171	R, A	R	R, A	R, A		
BHHS 222	R	R, A	R, A	R	R, A	M, A
BHHS 241	R	R	R, A	R, A		
LEAD 120	I, A	R	R,A	R,A		

VIII. Current and Proposed Courses and Completion Sequence

Current Courses and Completion Sequence

The following courses and sequence of courses is designed for the optimal success and completion of the [Behavioral Health/Human Services](#) degree/certificate. Any alterations should be discussed with your academic advisor.

Semester 1

Course Number and Name	Credits	Advisory Notes
BHHS 101 - Introduction to Behavioral Health & Human Services	3 credits	BHHS majors should take BHHS 101 and 111 in the first 12 credits, as they are prerequisites for other core courses in the major.
ENGL 101 - English Composition I	3 credits	Writing/Research/Info Lit 1 BHHS majors should complete ENGL 101, ENGL 102, CIS 103, and PSYC 101 in the first 24 credits.
FNMT 118 - Intermediate Algebra or higher	3 credits	Quantitative Reasoning It is strongly recommended that BHHS Majors take math in the 1st semester to ensure enough time to complete either developmental math courses or successfully complete FNMT.
CIS 103 - Applied Computer Technology	3 credits	BHHS majors should complete CIS 103 and PSYC 101 in the first 24 credits. Students with computer skills may apply for credit by exam through the Computer Technologies Dept.
BHHS 111 - Introduction to Helping Skills	3 credits	

Semester 2

Course Number and Name	Credits	Advisory Notes
BHHS 194 - Case Management Practice	3 credits	Critical Course
PSYC 101 - Introduction to Psychology	3 credits	Cultural Analysis & Interpretation
ENGL 102 - The Research Paper	3 credits	Writing/Research/Info Lit 2
BHHS 103 - Human Development and Behavior in the Social Environment	3 credits	
BHHS 105 - Introduction to Group Dynamics	3 credits	
BHHS 191 - Introduction to Trauma and Trauma-Informed Care or General Elective	3 credits	<p>Students should choose General Electives in consultation with an advisor.</p> <p>Students who wish to earn the Recovery Leadership Proficiency Certificate should take BHHS 121, BHHS 131, and BHHS 110.</p> <p>Students who wish to earn the Recovery and Transformation Academic Certificate should take BHHS 121, BHHS 131, and BHHS 222.</p> <p>Students who wish to earn the Human Services Academic Certificate should take BHHS 110 or BHHS 121 or BHHS 171 or BHHS 161 in one semester and BHHS 151 or BHHS 241 in another semester.</p> <p>Students not enrolled in certificates could choose ANY BHHS elective, and BHHS 191 is strongly recommended. Students may also be advised to take Gen Ed electives to fulfill transfer requirements specific to undergraduate programs. If not completing</p>

Course Number and Name	Credits	Advisory Notes
		a certificate, other common transfer course options include: World Languages, Philosophy, Political Science, or History.

Semester 3

Course Number and Name	Credits	Advisory Notes
SOC 101 - Introduction to Sociology	3 credits	
ENGL 115 - Public Speaking	3 credits	Oral Comm/Creative Exp. May be taken concurrently with ENGL 101
BHHS 106 - Analysis of Group Participation	3 credits	
BHHS 195 - Practicum in Behavioral Health/Human Services I	3 credits	
BIOL 106 - General Biology I or EASC 111 - Environmental Conservation	3 or 4 credits	Scientific Reasoning

Semester 4

Course Number and Name	Credits	Advisory Notes
BHHS 212 - Resolution-Focused Helping Skills	3 credits	For Recovery Transformation certificate: take BHHS 222
BHHS 213 - Practicum in Behavioral Health/Human Services II	3 credits	For Human Services certificate: take BHHS 241
BHHS 191 - Introduction to	3 credits	For General Electives: Students not enrolled in certificates could choose ANY

Course Number and Name	Credits	Advisory Notes
Trauma and Trauma-Informed Care or General Elective		BHHS elective, and BHHS 191 is strongly recommended. Students may also be advised to take Gen Ed electives to fulfill transfer requirements specific to undergraduate programs. If not completing a certificate, other common transfer course options include: World Languages, Philosophy, Political Science, or History.
BHHS 191 - Introduction to Trauma and Trauma-Informed Care or General Elective	3 credits	For General Electives: Students not enrolled in certificates could choose ANY BHHS elective, and BHHS 191 is strongly recommended. Students may also be advised to take Gen Ed electives to fulfill transfer requirements specific to undergraduate programs. If not completing a certificate, other common transfer course options include: World Languages, Philosophy, Political Science, or History.
BHHS 293 - Family and Relationship Counseling	3 credits	

Proposed Courses and Completion Sequence

The following courses and sequence of courses is designed for the optimal success and completion of the [Behavioral Health/Human Services](#) degree/certificate. Any alterations should be discussed with your academic advisor.

Semester 1

Course Number and Name	Credits	Advisory Notes	Course Type
BHHS 101 - Introduction to Behavioral Health & Human Services	3 credits	BHHS majors should take BHHS 101 and 111 in the first 12 credits, as they are prerequisites for other core courses in the major.	Major Course
BHHS 102 - Social Determinants of Behavioral Health	3 credits		Major Course
ENGL 101 - English Composition I	3 credits	BHHS majors should complete ENGL 101, ENGL 102, CIS 103, and PSYC 101 in the first 24 credits.	Writing/Research/Info Lit 1
CIS 103 - Applied Computer Technology	3 credits	BHHS majors should complete CIS 103 and PSYC 101 in the first 24 credits. Students with computer skills may apply for credit by exam through the Computer Technologies Dept.	
FNMT 118 - Intermediate Algebra or MATH 150 - Introductory	3 credits	It is strongly recommended that BHHS Majors take math in the 1st semester to ensure enough time to complete	Quantitative Reasoning

Course Number and Name	Credits	Advisory Notes	Course Type
Data Analysis		either developmental math courses or successfully complete FNMT.	

Semester 2

Course Number and Name	Credits	Advisory Notes	Course Type
BHHS 103 - Human Development and Behavior in the Social Environment	3 credits		Major Course Cultural Analysis & Interpretation
BHHS 111 - Introduction to Helping Skills	3 credits		Major Course
BHHS 191 - Introduction to Trauma and Trauma-Informed Care	3 credits		Major Course
ENGL 102 - The Research Paper	3 credits		Writing/Research/Info Lit 2
BIOL 106 - General Biology I or EASC 111 - Environmental Conservation	3 or 4 credits		Scientific Reasoning

Summer

Course Number and Name	Credits	Advisory Notes	Course Type
PSYC 101 - Introduction to Psychology	3 credits		
ENGL 115 - Public Speaking	3 credits		Oral Comm/Creative Exp.

Course Number and Name	Credits	Advisory Notes	Course Type
		May be taken concurrently with ENGL 101	

Semester 3

Course Number and Name	Credits	Advisory Notes	Course Type
BHHS 105 - Introduction to Group Dynamics	3 credits		Major Course
BHHS 121 - Foundations of Addiction Studies	3 credits		Major Course
BHHS 194 - Case Management Practice	3 credits		Major Course
BHHS Elective (Choose one): BHHS 110 - Principles and Practice of Positive Youth Development: Community, Family and Youth Engagement or BHHS 161 - Introduction to Disability Studies or BHHS 171 - Introduction to Aging Studies	3 credits	Students should choose BHHS electives in consultation with an advisor. Students who wish to earn the Human Services Leadership: Youth, Family, Community Proficiency Certificate should take BHHS 131, and BHHS 110. Students who wish to earn the Addiction and Recovery Studies Academic Certificate	Major Course

Course Number and Name	Credits	Advisory Notes	Course Type
		<p>should take BHHS 131 and BHHS 222. Students who wish to earn the Human Services Academic Certificate should take BHHS 110 or BHHS 171 or BHHS 161 in one semester and BHHS 241 in another semester. Students not enrolled in certificates may take any BHHS elective course of interest.</p>	
BHHS 106 - Analysis of Group Participation	3 credits		Major Course

Semester 4

Course Number and Name	Credits	Advisory Notes	Course Type
BHHS 151 - Family and Intimate Partner Violence and Abuse	3 credits		Major Course
BHHS 212 - Resolution-Focused Helping Skills	3 credits	For Recovery Transformation certificate: take BHHS 222	Major Course
BHHS 293 - Family and Relationship Counseling	3 credits		Major Course

Course Number and Name	Credits	Advisory Notes	Course Type
<p>BHHS Elective (Choose one): BHHS 110 - Principles and Practice of Positive Youth Development: Community, Family and Youth Engagement or BHHS 131 - Faith and Spirituality in Human Services or BHHS 161 - Introduction to Disability Studies or BHHS 171 - Introduction to Aging Studies or LEAD 120 - Introduction to Conflict Resolution Theory and Practice or BHHS 106 - Analysis of Group Participation or BHHS 222 - Assessment and Service Planning in Recovery or BHHS 241 - Crisis Intervention**</p>	<p>3 credits</p>	<p>Students should choose BHHS electives in consultation with an advisor. Students who wish to earn the Human Services Leadership: Youth, Family, Community Proficiency Certificate should take BHHS 131, and BHHS 110. Students who wish to earn the Addiction and Recovery Studies Academic Certificate should take BHHS 131 and BHHS 222. Students who wish to earn the Human Services Academic Certificate should take BHHS 110 or BHHS 171 or BHHS 161 in one semester and BHHS 241 in another semester. Students not enrolled in certificates may take any BHHS elective course of interest.</p>	<p>Major Course</p>
<p>BHHS 295: Capstone Field Experience</p>	<p>3 credits</p>		<p>Major Course</p>

IX. Appendix

- Environmental Scan Report
- BHHS (APR) Executive Summary Action Items
- Student Outcomes Committee (SOC) Report

Behavioral Health and Human Services Environmental Scan

February 26, 2021

A behavioral health environmental scan refers to collecting and utilizing information regarding events, relationships, and trends in the human services industry. The expectation is that the scan will produce knowledge to help shape BHHS future strategies and objectives. A significant component of the BHHS environmental scan will focus on collecting information from a selection of CCP community partners. All the partners represented were (1) recipients of the services (students), (2) health professionals who deliver the services (healthcare agencies), (3) providers of the educational benefits (BHHS faculty), and (4) policy Advisory Boards and Commission.

A significant number of BHHS students are first-generation college students who require a career program that fully enhances their “path to possibilities.” One unique value proposition of BHHS is being a career-workforce program that prepares students for entry-level employment in the helping professions while also strengthening their opportunity to continue to a four-year institution. Data collected in the environmental scan indicate that a majority of BHHS students work while being enrolled in the program. Students complete the BHHS program as a means of improving their employment prospects in the helping professions. The environmental scan highlights an opportunity to market the BHHS program by responding to human service trends in City State and Federal health care agencies.

According to the Academic Program Review (APR) the following activities must occur:

1. Revise curriculum map and create a Program Revision Plan.
2. Workforce development must be central to sustaining and growing BHHS enrollment.
3. Connect with community and practicum placements.
4. Support practice and emerging trends in the field.

During January and February of the Spring term 2021, the environmental scan was completed by the BHHS program. (see Appendix 1)

- Twenty-seven (27) community based behavioral health treatment agencies were surveyed. The behavioral health agencies were AMHA, Best Buddies, Brandywine Living, Bridgeway School, Cora Services, DBHIDS staff from community outreach, Episcopal Community Services, Girls Inc, Horizon House, Interim House West, JEVs Work, Merakey, Northeast Treatment Center, Path Inc., Pennsylvania Alliance of Recovery Residences (PARR). Philadelphia Corporation for Aging, Philadelphia FIGHT Community Health Centers, PMHCC, PRO-ACT, Pennsylvania Recovery Organization, Project Home, Inc., Ronald

McDonald House, Salvation Army, Transformation to Recovery, *William Way Center*, Women Against, and Women In Transition. (Healthcare Agencies)

- Two (2) licensed recovery house interviews were conducted with the Executive Director and Community Outreach Coordinator of the twenty-five (25) approved the Pennsylvania Alliance of Recovery Residences (PARR). (healthcare agencies)
- Two (2) interviews were conducted with both the DBHIDS and Faith-Based Advisory Boards (Philadelphia Regulatory Organizations).
- One (1) focus group was conducted with the Mayor's Commission on Addiction and Recovery (Philadelphia Regulatory Organizations).
- Three hundred and thirty-eight (338) student survey responses were completed.
- Two (2) faculty discussions of BHHS educational activity. (BHHS Meetings in Spring term 2021)
- BHHS Enrollment Trends Data Report

The above environmental scan of twenty-seven (27) agencies and three hundred and thirty-eight (338) students, and five (5) commission/advisory board discussions focused on current policy and practice issues and trends in workforce training that could influence behavioral health education. Although many issues were reported and discussed, the environmental scan revealed a need for at least three future directions:

- (1) A Revision of the BHHS Program Learning Outcomes that coherently reflect the needs proposed in the Environmental Scan by the participating constituencies relative to staffing as well as the clients they serve.
- (2) Subsequent consideration of newly developed and revised courses that are more reflective of evolving concerns of the Federal, State, and local behavioral and mental health agencies and commissions- (recognizing the overarching themes of Trauma Informed Care and Population Health)
- (3) Changes in the overall core course requirements that construct a more current and relevant Program Design that prepares students to meet the needs of the workforce community.

Thus, more specifically, the overall response to the programmatic environmental scan indicated the following:

- **Individual and group counseling skill development.** There continues to be a need for skills in working with both individuals and small groups.
- **Family and intimate partner violence (IPV).** Knowledge and skills to identify and refer to individuals experiencing partner violence for more comprehensive

screening and assessment. **The faculty should consider BHHS 151 (a revision) may be required as a core course requirement.**

- **Addiction studies**. A significant number of referrals to behavioral health facilities involve drug and alcohol issues. There continues to be strong support for the addiction certificates. **The faculty should consider BHHS 121 as a core course requirement.**
- **Youth development studies**. There is a continuing need to develop more focused services for youth.
- **Eldercare studies**. There is a continuing need to develop more focused services for senior adults.
- **Trauma-informed care**. Trauma-informed care has now become a cornerstone to effective behavioral health initiatives in the City. **The faculty must consider (BHHS 191) as a core course requirement.**
- **Social Determinants of Mental Health** information to guide practice. There is a need to incorporate and expand our vision from public health to a population health perspective. This distinction will allow BHHS students to understand how community health disparities contribute to individual dysfunction. **The faculty needs to develop a population health perspective as a core course requirement.**

Please note that the environmental scan continues to support the historical foundation of the BHHS educational program of focusing on (1) individual skills, (2) group skills, (3) family dynamics, and (4) community health. These four pillars of BHHS education should continue to be the core components of our workforce initiatives by drawing on our history of:

- Recognizing that students must use their strengths to attain their aspirations and goals.
- Exploring and respecting a student's abilities, beliefs, values, support systems, goals, achievements, and resources.
- Identifying, using, building upon, and reinforcing the inherent strengths of the student.
- Limiting the impact of societal problems, family dysfunction, and individual disease by building new coping skills, new interests, community involvement, etc. (recovery capital, protective resilience factors).
- Putting the student at the center and focuses interventions not just for the individual but also on improving availability, access, and adaptation of resources in the community.

The above outcome of the scan, along with our workforce history, demonstrates that the BHHS faculty give serious consideration to a program revision for both degree and certificate requirements. The design should reflect the above educational practice concerns and/or behavioral health trends.

To date, the BHHS faculty has been sensitive to some of the above trends in behavioral health. The teaching faculty have recognized the complexity of trauma underlying many of the behavioral and mental health manifestations, therefore, a course: ***Introduction to Trauma and Trauma-Informed Care (BHHS 191)*** has been developed and will be offered as an elective starting in the Fall 2021 academic year.

As the faculty develops a program revision, there appears to be a programmatic policy need to consider a social determinants of health (SDoH) course. This new course will sensitize students to a broader perspective on healthcare (Community Health Pillar). Research indicates a high correlation between social inequalities and health disparities. In primary care and public health, the lack of improvement in social determinants (SDoH) confounds our ability as human service workers to improve the Philadelphia community's health. Studies have found that increases in income, educational opportunities, and accessible housing have the most considerable positive effect on population health. With its focus on acute medical disorders (Public Health issues), the current behavioral health system continues to be inadequate in helping our communities and its members develop healthy lifestyles. **Thus, the BHHS graduate needs to broaden his/her perspective and understand that a person's health cannot be separated from an individual's community health.** Moreover, given that a lack of attention and systemic understanding of how these social determinants contribute to the overall "*community pathology*" as well and the pathological impact on community members struggling to survive within their neighborhoods, students need to be presented with a conceptual understanding that "*individual pathology*" and community dysfunction coexist- one inherently does not exist without the other. Therefore, the advocacy effects of a college-based course focusing on population health to intervene and influence these complex social, behavioral, and environmental factors from a behavioral health educational perspective is a consideration gleaned from the responses provided by the constituencies who participated in the Scan.

The BHHS graduate must simultaneously work with individual challenges while helping shape the community perspective of what changes need to occur within and among their existing micro and meso systems of care.

The above refinement in the four pillars approach (individual, group, family, and community) will allow the BHHS program to continue to work proactively and maintain its status as a premier educational institution for the training and professional development of entry-level staff in the behavioral health field.

Targeted behavioral health and human services occupations as cited in the APR shows job growth over the past 5 years at approximately a 20% increase. The secondary

outcomes (i.e., emotional/mental health needs, higher rates of substance use and suicidality) of the Covid-19 pandemic has not diminished but rather increased the demand for these positions. The average hourly salary for students entering the workforce after graduating with the A.A.S. in BHHS is \$18 per/hour (\$39,000 annually). These positions and salaries are both desirable for students who want to focus on workforce skills and for students who want to pursue advanced degrees while employed in their chosen field to increase both their position and salary levels. According to the environmental scan and the evolving course and program changes, the BHHS faculty will continue to move in a direction that supports best practices and emerging trends in the field. To accomplish this goal, a program revision design and enrollment growth plan will be forthcoming that honors our history while building on the environmental scan results. The evolving program changes will focus on constructing program learning outcomes and subsequently a current-course audit assessment to determine the need for new course development, course revisions and titles, and the elimination of courses that appear outdated or irrelevant to the current needs and challenges of the Philadelphia behavioral health system.

BHHS Enrollment Trends Data Report

Over the past few years' student enrollment trends in the BHHS program continue a downward spiral. The loss of student registrations between the fall of 2019 and the spring of 2021 went from 507 to 306 students, a **40% drop in admissions**.

Fall 2019:

507: Total Number of students enrolled in the BHHS curriculum

- **NEW** students enrolled in BHHS curriculum: Fall 2019: **86**
- **CONTINUING** Students: **421**
- student enrolled in the BHHS curriculum who have earned 50+ credits at the end of the Fall 2019 semester: **146**
- BHHS students who graduated December 2019: - **27**

SPRING 2020:

469: Total number of students enrolled in BHHS curriculum

- **NEW** students enrolled in BHHS curriculum: **43**
- **CONTINUING** Students: **426**
- BHHS Graduates Spring '20 - **47**

FALL 2020:

330: Total number of students enrolled in BHHS curriculum

- **NEW** students enrolled in BHHS curriculum: **38**
- **CONTINUING** Students: **292**

- BHHS students enrolled without BHHS coursework **46**

SPRING 2021:

306: Total number of enrolled in BHHS curriculum

- **NEW** students - **18**; Ten are registered for at least one BHHS course
- **CONTINUING** Students: **288**
- BHHS students enrolled without BHHS coursework **46**

To offset the declining enrollment, the BHHS faculty will be presenting a Program Revision due April 2021, and a Revised Enrollment Program Plan due in the Fall of 2021.

Institutional Research Data

The student survey and a review of the Institutional research data indicate that:

- 64% of our graduates are **over** 30 years old.
- Over the past ten years, **approximately** 12% complete a 4-year degree.
- 80 to 85% enter the job market or upgrade their job skills upon completing the A.A.S. degree.

To gather student input regarding course offering modalities a student survey was conducted:

The classroom surveys indicate that students would prefer (the percentages are approximations):

- In-Class/ On Campus **40%**
- Hybrid courses- Combination On-Campus and Online **40%**
- Distance Learning/ Fully Online **20%**

A significant group of the BHHS students (80%) would prefer In-Class or Hybrid on-campus classes. Over half of the students surveyed indicated they wanted to complete their 2-year program and attend a 4-year institution. However, although students indicated the intent to transfer, over half of these same students also indicated they were focused on their 2 -year degree and finding employment upon graduation.

As you know, student surveys were collected during an ongoing pandemic (i.e., student emotions/reactions about feeling isolated, learning to use technology at a rapid pace). Considering the offering of flexible learning options will respond to the diverse nature in which students engage in the educational process. This is especially important to one of the populations we routinely serve, working adults.

As previously indicated, BHHS students are typically working adults with concurrent goals. They desire to enter the workforce and/or obtain increasingly skilled (higher paying) positions within human service organizations while at the same time advancing toward their AAS degree and preparing for future academic training.

Note: According to Institutional Research, from 2010 to 2019 approximately 25% of the BHHS graduates transferred to a 4-year institution, Data within the last several years (2016-2019) suggests that completion of 4-year degrees have increased to approximately 12%.

Challenges faced by BHHS students:

- 35% Pandemic and online learning,
- 30% juggling work and school (time mgmt.),

Compliance with 2017-2025 STRATEGIC PLAN

The evolving BHHS program changes will continue to support at least three aspects of the 2017-2025 Strategic Plan:

(1) **Workforce Development, Readiness, and Economic Innovation** by connecting students with the world of work in ways that allow them to direct their learning and future employment to fields that fuel their ambitions and the region's economic opportunities.

(2) **External and Internal Community Relations** by fostering a unified identity that clearly and effectively communicates the College's commitment and dedication to student success by expanding partnerships with community organizations and integrating the resources of the City into courses and programs that bolster students' abilities to master the College's core competencies.

(3) **Fiscal Stability and Sustainability** by targeted marketing highlights excellent programs that increase enrollment and heighten awareness of the College's strengths. This heightened awareness will increase the opportunity for potential public-private partnerships, philanthropic investments, and other means of support.

Finally, the APR and the academic performance data and feedback from the BHHS faculty indicate that the program will continue to move in a direction that supports best practices and emerging trends in the field. It should be noted that while the workforce focus is the cornerstone of the BHHS program, faculty will

(1) make available to our graduates a variety of transfer agreements with 4-year Colleges and Universities and

(2) explore the potential to offer the BHHS degree and the certificates entirely online while supporting traditional modalities of instruction including face to face, and hybrid instruction.

Compliance with Pennsylvania Certification Board (PCB) Course Certification

PCB is dedicated to public protection by establishing and monitoring certification standards and examination development for professionals in the behavioral and community health fields, in addition to providing management and consultation services. Over the past 40 years, PCB has grown, adopted credentials, developed examinations, and expanded its human service work scope. In 1976, the certification discussion began with the Pennsylvania Addiction Counselors Association (PACA), the Governor's Council on Drug & Alcohol Abuse, and concerned drug and alcohol professionals. From

that discussion, the PACA created the Pennsylvania Alcoholism Counselor Certification Board. One year later, the Board voted to include drug abuse counselors. By 1979, the Board was incorporated as the Pennsylvania Drug and Alcohol Counselor Certification Board and began offering its first certification: Certified Addiction Counselor (CAC). In 1987, the Board changed its name to Pennsylvania Certified Addiction Counselors Board (PCACB).

The College's Addiction Studies Certificates (Recovery Leadership and Recovery and Transformation) Community College of Philadelphia has been approved as a training institution with the Pennsylvania Drug and Alcohol Counselor Certification Board. In conclusion, the above scan has produced knowledge and direction to help shape the BHHS's future strategies and objectives.

Appendix 1: Environmental Scan Behavioral Health facilities:

AMHA, located in center City, utilizes a holistic and eclectic treatment approach. The attempt to match each patient with the appropriate course of treatment. A behavioral health treatment plan is developed in collaboration with the patient to address their specific needs, values, and goals.

Best Buddies is a nonprofit 501(c)(3) organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, leadership development, and inclusive living for individuals with intellectual and developmental disabilities (IDD).

Brandywine Living is a senior living community.

Bridgeway School offers a strong academic program to students in grades 9–12 who are in Recovery from substance abuse and/or addiction that allows them to focus on learning in an environment in which sobriety is required and supported. They believe that a sober school that incorporates 12-step principles is a crucial component on the continuum of treatment and recovery management.

Cora Services offers a range of services to assist children, youth, and families experiencing emotional, behavioral, or situational difficulties in the City's northeast section. The agency provides various services with concentrations in family strengthening, substance use and mental health, and overall risk reduction and wellness promotion in families and communities. Services focus on prevention and intervention with the goals of mitigating, preventing, or delaying the onset of more involved behavioral health, child welfare, or juvenile justice issues.

DBHIDS staff from community outreach, the Philadelphia Department of Behavioral Health and Intellectual disAbility Services' mission is to educate, strengthen, and serve individuals and communities so that all Philadelphians can thrive.

Episcopal Community Services empowers individuals and families to determine and follow their paths. It is the best way to transform communities. Their mission is to challenge and reduce intergenerational poverty by increasing people's ability to improve their lives and achieve economic independence.

Girls Inc. is a nonprofit organization serving girls ages 6-18 at more than 1,500 sites in 350 cities across the United States and Canada. Their evidence-based programming is delivered by trained professionals who focus on developing the whole girl, supporting,

mentoring, and guiding girls in an affirming, pro-girl environment. Girls learn to value their real selves, discover and develop their inherent strengths, and receive the support they need to navigate the challenges they face.

Horizon House. In partnership with individuals with disabilities and their families, advocates and provides comprehensive, community-based services. Horizon House creates opportunities for those served to manage their lives through an environment that emphasizes individual strength and choice. Horizon House offers comprehensive, person-centered services to individuals with disabilities and their families.

Interim House West. Interim House West is a residential treatment program for women with substance abuse and mental health disorders and their children. The program serves up to 20 pregnant and parenting women and up to 45 children under the age of 12. Participants are offered a range of comprehensive services. Services for children include an on-site clinical pre-school and after-school program.

JEVS Work. Provides programs for those battling an addiction to drugs or those in need of comprehensive behavioral health services – including outpatient and mobile psychiatric supports – JEVS has programs to serve the entire community.

Merakey. A not-for-profit developmental, behavioral health and education provider offers various services to individuals and communities across the country. Their programs support individuals with all kinds of needs, from people with addiction or intellectual and physical disabilities to homeless veterans and children in need of homes.

Northeast Treatment Center. A nonprofit agency, NET provides a continuum of trauma-informed behavioral health and social services designed to meet all family members' complex needs. These include mental health, addiction treatment, foster care, residential group care, adoption, juvenile justice services, and child welfare services.

PATH Inc. Behavioral Health Programs include both Mental Health and Substance Use Treatment and Intellectual Disabilities programs. With over 500 competent and considerate staff members, they provide a wide array of quality services to meet individuals' needs. Our facilities include The main campus is located at 8220 Castor Avenue, with four satellite locations, and over 70 homes in the community where they provide residential supports to enable individuals to remain living in the community.

Pennsylvania Alliance of Recovery Residences (PARR). Founded in 2011 out of the need to evaluate and monitor standards-based support services provided in community-based, residential settings throughout Pennsylvania. PARR is also the Pennsylvania Affiliate of the National Alliance for Recovery Residences (NARR).

Philadelphia Corporation for Aging. The mission is to improve the quality of life for older Philadelphians and those with disabilities and help them achieve the most significant possible health, independence, and productivity levels.

Philadelphia FIGHT Community Health Centers provides culturally competent comprehensive primary health services and state of the art HIV primary care to low-income community members, along with research, consumer education, advocacy, social services, and outreach to people living with HIV and those who are at high risk. They work with family members, communities with increased rates of HIV formerly incarcerated persons, and young people at risk.

PMHCC, The mission of Philadelphia Mental Health Care Corporation (PMHCC) is to improve service and recovery opportunities for persons who are challenged by severe and/or prolonged mental illness, drug and alcohol abuse, and/or other barriers to self-sufficiency, in support of those citizens most in need and served by the City of Philadelphia and other counties of Southeast Pennsylvania.

PRO-ACT, Pennsylvania Recovery Organization - Achieving Community Together (PRO-ACT) is a grassroots advocacy support initiative of The Council covering Southeastern Pennsylvania. PRO-ACT works to reduce the stigma of addiction, ensure the availability of adequate treatment and recovery support services, and influence public opinion and policy regarding the value of Recovery.

Project HOME. The Project HOME community's mission is to empower adults, children, and families to break the cycle of homelessness and poverty, alleviate the underlying causes of poverty, and enable all Philadelphians to attain their fullest potential as individuals and as members of the broader society.

Ronald McDonald House. The Philadelphia programs provide temporary lodging, transportation, meals, and social services to families who travel to Philadelphia for pediatric care. Our three Ronald McDonald Family Room programs extend our Houses' support into the hospital setting and offer quiet respite space for families at Children's Hospital of Philadelphia and St. Christopher's Hospital for Children.

Salvation Army. The Salvation Army, an international movement, is an evangelical part of the universal Christian Church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination.

Transformation to Recovery is a faith-based addiction recovery nonprofit in South Philadelphia. Christ Church South Philly launched the ministry in 2018 to combat the rapidly expanding opioid epidemic in our City.

William Way Center. *The William Way LGBT Community Center encourages, supports, and advocates for the well-being and acceptance of sexual and gender minorities in the Greater Philadelphia region through service, recreational, educational, and cultural programming.*

Women Against Abuse provides quality, compassionate, and nonjudgmental services that foster self-respect and independence in persons experiencing intimate partner violence and lead the struggle to end domestic violence through advocacy and community education.

Women In Transition. Women In Transition is a nonprofit organization that provides counseling, referral, and advocacy services for women in Philadelphia. It offers crisis intervention, job training, and aftercare services. The organization provides support for the victims of substance abuse and domestic violence. Women In Transition offers therapeutic care services for women who suffer from stress and depression.

Philadelphia Regulatory Organizations:

Mayor's Commission on Addiction and Recovery. Plans, approves, coordinates, and evaluates the City/County Drug and Alcohol Prevention, Intervention, and Treatment Services.

DBHIDS Advisory Board. The Department of Behavioral Health and Intellectual disAbilities Services (DBHIDS) mission is to educate, strengthen, and serve individuals and communities so that all Philadelphians can thrive.

Faith and Spirituality Advisory Board. Faith and spiritual affairs are dedicated to informing faith and spiritual communities about behavioral health care services and reducing the stigma of behavioral health concerns. By partnering and collaborating with faith and spiritual communities, city agencies, stakeholders, DBHIDS will develop ways to provide health care to the community.

Appendix 2: Program Revision Design

- Program Revision Design **Due** to Board on April 2, 2021.

Program revision designs constitute a change or variation to a current program. A program revision is meant to be a slight modification or course correction to progress towards the final design. These revisions are usually about a quarter (25%) of the existing program.

- Revised Enrollment Program Plan **Due** to Board on September 30, 2021.

Enrollment program planning is a term that is used frequently in higher education to describe well-planned strategies and tactics to shape the enrollment of an institution and meet established educational goals.

The above Environmental Scan was written and developed by the BHHS faculty:

Francesca DiRosa, Ph.D., Department Chair, Psychology Education, Human Services

Pascal Scoles, DSW, LCSW, BHHS Coordinator

Kerry Arnold, MSW, LSW

Lorraine Barber, MSW, LSW

Christine Coppa, MSW, LCSW

Terrilyn Hickman- Allen, Ed.D, LCSW

William Miller, M.S.

Behavioral Health and Human Services AAS Academic Program Review Action Items (Fall 2020)

The Office of Assessment and Evaluation makes the following recommendations for the Program.

Enrollment and Demographics

1. Increase Enrollment as follows:

	Fall 2018 (Benchmark)	Fall 2021		Fall 2023		Fall 2025	
Headcount	607 Students	616	1.5% increase in headcount*	638	3.6% increase in headcount	664	4.1% increase in headcount
		# of students by category	% of students by category	# of students by category	% of students by category	# of students by category	% of students by category
Returned to Same Program	39%	265	43%	287	45%	312	47%
Graduated	11%	70	11.4%	74	11.6%	79	11.8%
Did Not Persist	46.6%	261	42.3%	257	40.3%	254	38.3%
Returned to	3.3%	20	3.3%	20	3.1%	19	2.9%
Different Program							

*Increase from Fall 2018 headcount

2. Investigate potential causes of overall enrollment decline and implement recruitment, retention, or other enrollment management interventions as indicated.
3. Investigate the unique needs, including material interests and enrollment patterns, of older adult students to inform planning for recruitment, retention, and growth.

Assessment

4. Program should discuss assessment results collectively and document use of assessment results to inform continuous improvement at the Program level.
5. Revise the BHHS curriculum map to reflect current practices, assessments, and PLO scaffolding.
6. Use previous assessment results and academic performance measures to inform development of Program Revision. Create a plan within program revision for regular PLO assessment, to include faculty discussions and follow-up steps.

Workforce Development

7. Because workforce development is central to sustaining and growing enrollment, Program should investigate how community trends and needs can inform program development and revision.
8. Take advantage of connections within the community from practicum placements, faculty connections, transfer partners, and advisory committee to enhance and broaden previously successful workforce recruitment strategies

Academic Program Review Actions
Student Outcomes Committee of the Board

November 5, 2020

Behavioral Health/Human Services

Action: The Student Outcomes Committee unanimously recommends that no action take place until the following documented evidence in three categories is submitted by the designated due dates for the Committee to determine the future of the program:

Assessment

A fully developed systemic assessment plan – Due January 25, 2021

Perform full cycle of assessment based on assessment plan and report detailing cycle's results and next steps– Due June 7, 2021

Program Development

Perform environmental scan, assessment of need and market analysis – Due February 26, 2021

Develop program revision design – Due April 2, 2021

Develop revised program – Due September 30, 2021

Enrollment Growth Plan

Develop and launch enrollment growth plan with emphasis on recruitment, enrollment, retention, and completion based on analysis due in February and revision design– Due June 30, 2021

COMMUNITY COLLEGE OF PHILADELPHIA

Degree Program Revision Template

Name of Degree Program	Culinary Arts A.A.S
Academic Pathway	Business, Entrepreneurship, & Law
Department	Business Leadership, Fashion, & Hospitality
Faculty Developer	Lynsey Madison
Facilitator	Sotiria Koui
Recommended Starting Semester	Fall 2022
Today's Date	January 20, 2022

I. Description of and Rationale for Revision

After soliciting input from faculty, administration, and the advisory committee, the Culinary Arts program has opted to forgo accreditation from the American Culinary Federation (ACF). This allows the program the academic freedom and flexibility to better meet the needs of our current and future students. The culinary industry has changed significantly over the past ten years, including the changes experienced during the COVID-19 pandemic. As a program, the courses currently offered with their existing outcomes do not fully reflect those changes. Careers within the industry have expanded beyond traditional restaurant and catering industries. Today's culinarian needs to be able to apply critical thinking skills to solve problems, make adjustments in real-time, and meet the expanding needs' of customers while achieving profit goals.

A greater focus and emphasis on assessment the program has discovered that the course learning outcomes were not clearly assessable, did not reflect the best practices and skills students currently need, and correlated too narrowly with ACF standards, which are dated and do not prepare students for current industry jobs and skillsets.

In order to prepare Culinary Arts students for changes in the industry and to help them learn more marketable skills, this revision represents a more coherent and streamlined sequence of courses, including two new courses, several course revisions, and a reduction in overall credits.

New Courses: This program revision includes two new required courses: CULA 220 and CULA 240. CULA 220 provides additional active learning experiences that simulate professional situations, such as developing menus, preparing and serving quick service meals to customers, seeking feedback from customers, and making adjustments to future menus incorporating feedback from customers, instructors, classmates, and themselves. Students will answer menu

questions, take orders directly, and prepare the food for customers. This differs from the experience students gain in CULA 270 where they are in the back-of-the-house and communicate with internal customers only. Additionally, the focus in CULA 270 is fine dining compared to the to-go quick serve meals they will prepare in CULA 220. CULA 220 focuses on creating a Chef's Table that is open to students, faculty, and staff to eat in conjunction with the dining services on Main campus. Careers in the culinary industry have expanded beyond the traditional restaurant setting to include businesses like meal delivery kits. These jobs not only require technical culinary skills, but administrative skills such as menu development. Currently, the program has an external work experience course (CULA 288: Culinary Arts Work Experience II) that relies on feedback from the location. This course provides students with the opportunity to benefit from observation and critique from the College community, representative of the larger Philadelphia community, as well as to build their knowledge and skills by working in a commercial kitchen in real time. CULA 240 addresses the ever-changing culinary climate by incorporating modern scientific techniques and highlighting various dietary preferences, such as vegan, gluten-free, kosher, etc. Modern scientific techniques will be utilized to create exciting new dishes and menu items that meet the needs of the modern customer. Through these scientific food methods, students also learn to create food that is more sustainable, innovative, and cost effective. Students learning these skills will have an advantage in an industry that, post-COVID, prioritizes creativity, ingenuity, and customer engagement. Additionally, the area of garde manger that was removed from CULA 211 is incorporated into CULA 240, emphasizing modern appetizers and hors d'oeuvres.

CULA 220 – Culinary Arts Work Experience I

2-4-4

Credit Hours: 4

Description: Students will work in a supervised environment to create and serve quick service meals to meet customers' needs. Students are expected to incorporate food and customer service principles, techniques, and safety practices taught in the CULA curriculum.

Prerequisite: CULA 171

Course Learning Outcomes:

1. Develop and execute a quick service menu to be served to the public in a food service setting that incorporates customer feedback and various dietary preferences.
2. Successfully produce and prepare cooked-to-order products for the public in a food service setting.
3. Demonstrate the speed needed to complete tasks and quality control under the pressure of time and customer order restraints.
4. Exhibit leadership and perform management functions and roles in the culinary industry.
5. Communicate effectively with internal and external customers.

CULA 240 – Modern Foods & Techniques

2-4-4

Credit Hours: 4

Description: Students learn to prepare food using scientific, alternative, sustainable, and modern theories and techniques with an emphasis on ways to cook efficiently, maximize nutrition, and meet customers' ever-changing dietary preferences and restrictions. The course material includes topics such as food selection, food evaluation, and food composition. Students explore methods of cooking foods using a scientific approach and alternative dietary options.

Prerequisite: CULA 210 and CULA 211 and ENGL 101

Course Learning Outcomes:

1. Identify how different scientific preparations alter the texture, taste, and nutritional value of food.
2. Incorporate traditional and modern preparation methods to create a complete and balanced meal.
3. Prepare quality foods that incorporate various sustainability strategies.
4. Identify the role dietary restrictions play in food pairings, cooking techniques, and safety measures.
5. Create balanced and complete recipes that incorporate modern culinary techniques and dietary restrictions.

Course Revisions: There are five course revisions that are part of this program revision. Revisions include changes to course learning outcomes, course descriptions, course titles and prerequisites.

CULA 151: Elementary Baking & Pastry: Changes have been made to the course description and course learning outcomes. The course description has changed to emphasize pastry and baking to differentiate it from food, which requires a different approach in preparing. The course learning outcomes have been revised to be clearer and more measurable, which should improve course assessment.

CULA 171: Quantity Food Preparation: The course learning outcomes have been revised to be clearer and more measurable, which should improve course assessment.

CULA 210: American Cuisine: The course learning outcomes have been revised to be clearer and more measurable, which should improve course assessment.

CULA 211: International Cuisine (was Techniques of Garde Manger and International Cuisine): Changes have been made to the course title, prerequisite, course description, and course learning outcomes. The course description and title change reflect the removal of garde manger from this course and the introduction to safety & sanitation and knife skills. Garde manger is the preparation of cold foods such as smoked or cured meats, pates, cheese, etc., used as appetizers and hors d'oeuvres. As the culinary industry

has evolved, preparing modern appetizers and hors d'oeuvres requires a more complex gastronomic approach. These skills will be taught in the new CULA 240: Modern Foods & Techniques. Additionally, CULA 211 will now have a course attribute of Cultural Analysis and Interpretation. While the course has always focused on the role food plays in culture, region, ethnicity, religion, and society around the world, the adjustments to the learning outcomes and assignments clearly reflect the definition of Cultural Analysis and Interpretation. The prerequisites of CULA 151 and CULA 171 have been removed to allow students across the College to learn how food is instrumental in culture, religion, region, ethnicity, and society and to learn how to produce various international cuisines. Kitchen safety, knife skills, and sanitation are being introduced in CULA 211 to ensure a safe learning environment for all students and in particular for students who have not yet taken other culinary arts courses. Furthermore, adding this course attribute allows the program to remove HIST 142: Food History and bring the total number of credits down from 65 to 64. In addition, the course learning outcomes have been revised to reflect this change in course content and to be clearer and more measurable, which should improve course assessment.

CULA 271: Food & Beverage Revenue Management (was Food, Beverage Management, and Labor Cost Controls): Changes have been made to the course title, prerequisite, course description, and course learning outcomes. The course title and description have been updated to emphasize the addition of marketing to this course. In today's food industry, understanding the role marketing plays in fiscal performance is imperative. Culinary Arts students may further improve their portfolio and career goals by gaining marketing experience. The prerequisite is changing to include CULA 220, which provides further culinary foundation skills that allow students to connect the financial components to the practical experience previously gained in students' course work. The revision incorporates marketing in the course learning outcomes. Marketing is a part of successfully managing a food service operation and has not previously been a course learning outcome. The course learning outcomes have also been revised to be clearer and more measurable, which should improve course assessment.

Course Eliminations: Three courses will be eliminated from the program: HIST 142: Food History, NUTR 106: Nutrition for a Healthy Lifestyle, and THM 180: Human Resource Management. All three courses will still be offered at the College and appear in other degree programs.

Changes to Course Sequence: To create a more coherent and streamlined sequence of courses, THM 285: Dining Room Management has moved from the third to the second semester, replacing NUTR 106, and CULA 220 replaces THM 180 in the third semester. CULA 240 appears in the fourth semester.

Other Requirements: There are no changes to the program requirements.

Change in Credits: This revision includes a reduction in minimum credits from 65 to 64. This reduction saves students financially while also providing an updated and quality educational experience.

II. Supporting Data

Supporting data includes minutes from the January 28, 2021 Advisory Committee meeting discussing the option to not renew the ACF accreditation as well as discussing skills graduates need entering the workforce. There is also Emsi data showing the current job market. The reduced job market makes it even more imperative that students are extremely competitive in their culinary knowledge, skills, and abilities.

III. Program Learning Outcomes

This change does not affect the program learning outcomes (PLOs).

IV. Effect on Other Programs

These revisions will impact the Culinary Arts PC I and Culinary Arts PC II. THM 285 will be added to the CULA I PC, and NUTR 106 and HIST 142 will be removed. CULA 271 and CULA 220 will be added to the CULA PC II.

V. Space or Technology Requirements

This revision does not include any changes to space or technology requirements.

VI. Current/Proposed Catalog Page and Course Sequence

Culinary Arts (current)

Description: The Culinary Arts program leads to an Associate in Applied Science (A.A.S.) degree and provides students with a culinary education that has depth and breadth as well as crucial work experience. The Culinary Arts program is designed to expose students to a broad range of career options to which they can add depth and specificity through their work experience during and after completing the curriculum.

Graduates of the program are prepared for positions as chefs, cooks and kitchen workers in restaurants, schools, health care and university food operations, and other institutions. If Culinary Arts students are interested in pursuing Apprenticeship status, an American Culinary Federation (ACF) qualified Culinary Arts faculty chef will assist students with securing and supervising the required employment.

Program Learning Outcomes:

Upon completion of this program graduates will be able to:

- Use professional written and oral communication skills to communicate effectively in food service operations.
- Identify organizational structures and basic functions of departments within hospitality and food service environments.

- Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate and care for equipment safely and correctly.
- Apply the basic principles of sanitation and safety in food service operations.
- Use critical thinking skills to assess and correct problems within food preparation, production, presentation, and service.

Program Entry Requirements: Students are required to satisfy placement at the time of admission. Students identified as needing developmental work must satisfactorily complete the appropriate English and mathematics courses as part of their degree program.

Program of Study and Graduation Requirements: To qualify for the Associate in Applied Science (A.A.S.) degree in Culinary Arts, students must complete a minimum of 65 credit hours as described and attain a grade point average of 2.0 or better. Some students may wish to take additional courses beyond program requirements.

Course Sequence:

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>EASC 111 - Environmental Conservation</u>		3 credits	Scientific Reasoning
<u>THM 110 - Introduction to the Hospitality Industry</u>		3 credits	
<u>ENGL 101 - English Composition I</u>		3 credits	Writing/Research/Info Lit
<u>FNMT 118 - Intermediate Algebra</u>		3 credits	Quantitative Reasoning
<u>CULA 170 - Elementary Food Preparation, Principles, and Practices</u>		4 credits	

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>CIS 103 - Computer Applications & Concepts</u>		3 credits	Tech Comp
<u>CULA 171 - Quantity Food Preparation</u>	<u>CULA 170</u>	4 credits	
<u>CULA 151 - Elementary Baking and Pastry</u>		4 credits	
<u>NUTR 106 - Nutrition for Healthy Lifestyle</u>		3 credits	

<u>ENGL 102 - The Research Paper</u>	<u>ENGL 101</u> with a grade of "C" or better	3 credits	Writing/Research/Info Lit
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Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
ENGL 117 - Group & Team Communications		3 credits	Oral Communication /Creative Exp.
<u>CULA 210 - American Cuisine</u>	<u>CULA 151, CULA 171</u>	4 credits	
<u>CULA 211 - Techniques of Garde Manger and International Cuisine</u>	<u>CULA 151, CULA 171</u>	4 credits	
<u>THM 285 - Dining Room Management</u>	<u>THM 110, THM 276</u> or <u>CULA 171</u>	3 credits	
<u>THM 180 - HR Management in the Hospitality Industry</u>	<u>THM 110</u>	3 credits	

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>CULA 270 - Advanced Food Production and Finishing</u>	<u>CULA 210 & CULA 211</u>	4 credits	
<u>CULA 288 - Culinary Arts Work Experience</u>	THM 180 CULA 270, which may be taken concurrently	3 credits	
<u>CULA 271 - Food, Beverage Management, and Labor Cost Controls</u>	<u>THM 110, CULA 171, CIS 103</u> and <u>FNMT 118</u> or higher	3 credits	
<u>CULA 161 - Food Service Safety and Sanitation</u>		2 credits	
HIST 142 - Food History		3 credits	Cultural Analysis & Interpretation

Minimum Credits Needed to Graduate: 65

Culinary Arts (proposed)

Description: The Culinary Arts program leads to an Associate in Applied Science (A.A.S.) degree and provides students with a culinary education that has depth and breadth as well as crucial work experience. The Culinary Arts program is designed to expose students to a broad range of career options to which they can add depth and specificity through their work experience during and after completing the curriculum.

Graduates of the program are prepared for positions as chefs, cooks and kitchen workers in restaurants, schools, health care and university food operations, and other institutions. If Culinary Arts students are interested in pursuing Apprenticeship status, an American Culinary Federation (ACF) qualified Culinary Arts faculty chef will assist students with securing and supervising the required employment.

Program Learning Outcomes:

Upon completion of this program graduates will be able to:

- Use professional written and oral communication skills to communicate effectively in food service operations.
- Identify organizational structures and basic functions of departments within hospitality and food service environments.
- Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.
- Operate and care for equipment safely and correctly.
- Apply the basic principles of sanitation and safety in food service operations.
- Use critical thinking skills to assess and correct problems within food preparation, production, presentation, and service.

Program Entry Requirements: Students are required to satisfy placement at the time of admission. Students identified as needing developmental work must satisfactorily complete the appropriate English and mathematics courses as part of their degree program.

Program of Study and Graduation Requirements: To qualify for the Associate in Applied Science (A.A.S.) degree in Culinary Arts, students must complete a minimum of 64 credit hours as described and attain a grade point average of 2.0 or better. Some students may wish to take additional courses beyond program requirements.

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>EASC 111 - Environmental Conservation</u>		3 credits	Scientific Reasoning
<u>THM 110 - Introduction to the Hospitality Industry</u>		3 credits	

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>ENGL 101 - English Composition I</u>		3 credits	Writing/Research/Info Lit
<u>FNMT 118 - Intermediate Algebra</u>		3 credits	Quantitative Reasoning
<u>CULA 170 - Elementary Food Preparation, Principles, and Practices</u>		4 credits	

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>CIS 103 - Computer Applications & Concepts</u>		3 credits	Tech Comp
<u>CULA 171 - Quantity Food Preparation</u>	<u>CULA 170</u>	4 credits	
<u>CULA 151 - Elementary Baking and Pastry</u>		4 credits	
<u>THM 285 - Dining Room Management</u>	<u>THM 110, THM 276 or CULA 170</u>	3 credits	
<u>ENGL 102 - The Research Paper</u>	<u>ENGL 101</u> with a grade of "C" or better	3 credits	Writing/Research/Info Lit

Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>ENGL 117 - Group & Team Communication</u>		3 credits	Oral Communication/ Creative Expression
<u>CULA 210 - American Cuisine</u>	<u>CULA 151, CULA 171</u>	4 credits	
<u>CULA 211 - International Cuisine</u>		4 credits	<u>Cultural Analysis & Interpretation</u>
<u>CULA 220 - Culinary Arts Work Experience I</u>	<u>CULA 171</u>	<u>4 credits</u>	

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<u>CULA 270 - Advanced Food Production and Finishing</u>	<u>CULA 210 & CULA 211</u>	4 credits	
<u>CULA 288 - Culinary Arts Work Experience II</u>	CULA 220 and ENGL 101	3 credits	
<u>CULA 271 - Food & Beverage Revenue Management</u>	CULA 210 & <u>CULA 220</u>	3 credits	
<u>CULA 161 - Food Service Safety and Sanitation</u>		<u>2 credits</u>	
<u>CULA 240 - Modern Foods & Techniques</u>	CULA 210 & CULA 211 and ENGL 101	4 credits	

Minimum Credits Needed to Graduate: 64

VII. Current/Proposed Courses and Completion Sequence

Current Courses and Completion Sequence

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

Semester 1

Course Number and Name	Credits	Advisory Notes	Course Type
<u>EASC 111 - Environmental Conservation</u>	3 credits		Scientific Reasoning
<u>THM 110 - Introduction to the Hospitality Industry</u>	3 credits	THM 110 is a prerequisite for CULA 271, THM 285, and THM 180	Major Course
<u>ENGL 101 - English Composition I</u>	3 credits	ENGL 101 is a prerequisite for ENGL 102	Writing/Research/Info Lit 1
<u>FNMT 118 - Intermediate Algebra</u>	3 credits	FNMT 118 is a prerequisite for CULA 271	Quantitative Reasoning
<u>CULA 170 - Elementary Food Preparation, Principles, and Practices</u>	4 credits	CULA 170 is a prerequisite for CULA 171	Major Course

Semester 2

Course Number and Name	Credits	Advisory Notes	Course Type
<u>CIS 103 - Computer Applications & Concepts</u>	3 credits	CIS 103 is a prerequisite for CULA 271	Tech Comp
<u>CULA 171 - Quantity Food Preparation</u>	4 credits	CULA 171 is a prerequisite for CULA 210, CULA 211, and CULA 271	Major Course
<u>CULA 151 - Elementary Baking and Pastry</u>	4 credits	CULA 151 is a prerequisite for CULA 210 and CULA 211	Major Course

Course Number and Name	Credits	Advisory Notes	Course Type
<u>NUTR 106 - Nutrition for Healthy Lifestyle</u>	3 credits		Directed Elective
<u>ENGL 102 - The Research Paper</u>	3 credits		Writing/Research/Info Lit 2

Semester 3

Course Number and Name	Credits	Advisory Notes	Course Type
ENGL 117 – Group & Team Communications	3 credits		Oral Communication/Creative Exp.
<u>CULA 210 - American Cuisine</u>	4 credits	CULA 210 is a prerequisite for CULA 270	Major Course
<u>CULA 211 - Techniques of Garde Manger and International Cuisine</u>	4 credits	CULA 211 is a prerequisite for CULA 270	Major Course
<u>THM 285 - Dining Room Management</u>	3 credits	In this applied learning course, students gain valuable hands-on work experience providing dining room service for campus dining events	Major Course
<u>THM 180 - HR Management in the Hospitality Industry</u>	3 credits		Major Course

Semester 4

Course Number and Name	Credits	Advisory Notes	Course Type
<u>CULA 270 - Advanced Food Production and Finishing</u>	4 credits	Prerequisite: CULA 210, CULA 211	Major Course
<u>CULA 288 - Culinary Arts Work Experience</u>	3 credits	In this applied learning course, students gain valuable hands-on	Major Course

Course Number and Name	Credits	Advisory Notes	Course Type
		industry work experience in the field.	
<u>CULA 271 - Food, Beverage Management, and Labor Cost Controls</u>	3 credits		Major Course
<u>CULA 161 - Food Service Safety and Sanitation</u>	2 credits		Major Course
<u>HIST 142 - Food History</u>	3 credits		Cultural Analysis & Interpretation

Proposed Courses and Completion Sequence

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

Semester 1

Course Number and Name	Credits	Advisory Notes	Course Type
<u>EASC 111 - Environmental Conservation</u>	3 credits		Scientific Reasoning
<u>THM 110 - Introduction to the Hospitality Industry</u>	3 credits	THM 110 is a prerequisite for CULA 271, THM 285, and THM 180	Major Course
<u>ENGL 101 - English Composition I</u>	3 credits	ENGL 101 is a prerequisite for CULA 288 and ENGL 102	Writing/Research/Info Lit 1
<u>FNMT 118 - Intermediate Algebra</u>	3 credits	FNMT 118 is a prerequisite for CULA 271	Quantitative Reasoning
<u>CULA 170 - Elementary Food Preparation, Principles, and Practices</u>	4 credits	CULA 170 is a prerequisite for CULA 171 and THM 285	Major Course

Semester 2

Course Number and Name	Credits	Advisory Notes	Course Type
<u>CIS 103 - Computer Applications & Concepts</u>	3 credits	CIS 103 is a prerequisite for CULA 271	Tech Comp
<u>CULA 171 - Quantity Food Preparation</u>	4 credits	CULA 171 is a prerequisite for CULA 210 and CULA 220	Major Course
<u>CULA 151 - Elementary Baking and Pastry</u>	4 credits	CULA 151 is a prerequisite for CULA 210	Major Course
<u>THM 285 - Dining Room Management</u>	3 credits	In this applied learning course, students gain valuable hands-on work experience providing	Major Course

Course Number and Name	Credits	Advisory Notes	Course Type
		dining room service for campus dining events	
<u>ENGL 102 - The Research Paper</u>	3 credits		Writing/Research/Info Lit 2

Semester 3

Course Number and Name	Credits	Advisory Notes	Course Type
ENGL 117 – Group & Team Communication	3 credits		Oral Communication/ Creative Expression
<u>CULA 210 - American Cuisine</u>	4 credits	CULA 210 is a prerequisite for CULA 270	Major Course
<u>CULA 211 - International Cuisine</u>	4 credits	CULA 211 is a prerequisite for CULA 270	Major Course Cultural Analysis & Interpretation
<u>CULA 220 - Culinary Arts Work Experience I</u>	4 credits	CULA 220 is a prerequisite for CULA 271 and CULA 288	Major Course

Semester 4

Course Number and Name	Credits	Advisory Notes	Course Type
<u>CULA 270 - Advanced Food Production and Finishing</u>	4 credits	Prerequisite: CULA 210, CULA 211	Major Course
<u>CULA 288 - Culinary Arts Work Experience II</u>	3 credits	In this applied learning course, students gain valuable hands-on industry work experience in the field.	Major Course
<u>CULA 271 - Food & Beverage Revenue Management</u>	3 credits		Major Course
<u>CULA 161 - Food Service Safety and Sanitation</u>	2 credits		Major Course
<u>CULA 240 - Modern Foods & Techniques</u>	4 credits		Major Course

VIII. Current/Proposed Curriculum Map

Current Curriculum Map

COURSES	PROGRAM LEARNING OUTCOMES					
	Use professional written and oral communication skills to communicate effectively in food service operations.	Identify organizational structures and basic functions of departments within hospitality and food service environments.	Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.	Operate and care for equipment safely and correctly.	Apply the basic principles of sanitation and safety in food service operations	Use critical thinking skills to assess and correct problems within food preparation, production, presentation, and service
CULA 161			M, A		M, A	A
THM 110	I	I, A				
CULA 170	I		I, A	I, A	I	I
CULA 171	R	I	R, A	R, A	R, A	I
CULA 151	I		I	I, A	I	I, A
CULA 288	M, A	M, A	M	M	M	M, A
THM 285	M, A	R, A		R		A
CULA 210	R	R, A	R	R	M, A	R
CULA 271	R	M, A				M, A
CULA 211	R, A	R	R	R, A	M, A	R
CULA 270	M, A	M	M, A	M	M, A	M, A
THM 180	R, A	M, A				M

Proposed Curriculum Map:

COURSES	PROGRAM LEARNING OUTCOMES					
	Use professional written and oral communication skills to communicate effectively in food service operations.	Identify organizational structures and basic functions of departments within hospitality and food service environments.	Develop skills in knife, tool, and equipment handling and apply principles of food preparation to produce a variety of food products.	Operate and care for equipment safely and correctly.	Apply the basic principles of sanitation and safety in food service operations	Use critical thinking skills to assess and correct problems within food preparation, production, presentation, and service
THM 110	I	I, A				
THM 285	M, A	R, A		R		A
CULA 151	I		I	I, A	I	I, A
CULA 161			M, A		M, A	A
CULA 170	I		I, A	I, A	I	I
CULA 171	R	I	R, A	R, A	R, A	I
CULA 210	R	R, A	R	R	M, A	R
CULA 211	R, A	R	I, R	R, A	M, A	R
CULA 220	R, A	R	R	R, A	M, A	R
CULA 240	R, A	R	R	R, A	M, A	R
CULA 271	R	M, A				M, A
CULA 270	M, A	M	M, A	M	M, A	M, A
CULA 288	M, A	M, A	M	M	M	M, A

IX. Appendix

CULINARY ARTS MEMO

TO: PAM CARTER
FROM: LYNSEY MADISON *LM*
SUBJECT: ACF ACCREDITATION STATUS
DATE: FEBRUARY 7, 2021
CC: ANDY MARIN, WILLIAM VASVARY, & AMANDA RICHARDS

As a culinary arts program, our goal is to prepare students for a career that will be rewarding and has growth potential. In the modern food and culinary industry, having only technical culinary skills is no longer the benchmark for career success. In the last year, COVID-19 has accelerated the trend in the food and culinary industry and thus the need for culinary education to produce graduates who are not just technically sound, but also critical thinkers, business minded, and creative problem-solvers.

When the Community College of Philadelphia initially sought accreditation status from the American Culinary Federation (ACF), it was designed to serve as a marketing tool for recruiting students, meet established standards based on the largest professional organization for chefs and cooks, and improve access to jobs for graduates by completing a degree from an accredited program. The American Culinary Federation seeks to be the standard of excellence for the culinary industry, advance and promote professionalism, leadership, and collaboration while promoting current culinary techniques and preserving the history and skills of the culinary craft.

While ACF promotes strong culinary skills, the curriculum does not allow for flexibility to not only today's job market but the future changes in the industry. A primary transfer partner for Culinary Arts, Drexel University, has forgone the ACF accreditation in large part due to the restrictive nature of the curriculum requirements for ACF. Today's culinarian must be able to meet the demands of today's labor market and as COVID-19 has demonstrated, the future is not in fine dining and the traditional restaurant career path that we are currently preparing students for. Careers are now looking for chefs to be able to create menus and recipes for the home chef (Hello Fresh, Blue Apron, etc.), serve as food stylist, write cooking content for blogs, websites, social media, and books, maximize revenue, prepare food that transports well through takeout and other delivery methods, and also still cook quality food.

The curriculum at CCP does not offer those skills and is unable to offer that education as ACF dictates what we can do. Not only does the job market, and our transfer partner, demonstrate that culinary education needs to be updated, but our students' goals and objectives for attending a culinary program have changed. Our students continuously mention having entrepreneurship goals as a reason for pursuing a culinary degree. However, our curriculum does not even begin to cover the key components of entrepreneurship as it relates to the food and culinary industry. Program growth continues to be a key area of focus for our program and providing an education that is not timely or reflective of the current industry as well as the future of the industry will continue to hamper our retention and recruiting efforts.

With the above factors, the faculty and advisory committee believe the college would better serve our students needs' and the industry's needs by not continuing with the ACF accreditation and can provide a more well-rounded culinary education for tomorrow's culinary leaders.

If you have any questions, please feel free to let me know.

CULA Advisory Committee Meeting Minutes
January 28, 2021 – 10:00 am – Zoom

Community College Attendees:

Dr. Pam Carter; Dean Business & Technology
Arielle Norment; Assistant Dean Business & Technology
Dr. Lynsey Madison; Department Head Fashion Leadership & Hospitality
Andy Mairn, Chef Instructor
Bill Vasvary; Chef Instructor
Amanda Richards; Instructional Aide

Advisory Committee Members:

Greg Stephenson - Food Service Director
Drew Smallbach; WhiteMarsh Country Club, Executive Chef;
Johnathan Duestsch- Drexel University
Alyssa Termini -CCAP Regional Director
Randy Bain-Corporate Corporate Chef Aramark Leisure Division
Andrew Boxer-Consulting; Private Chef
Terry Gesell-Service Director Constellation Culinary

Welcome & Introductions

Dr. Pam Carter- thank you for being here and appreciate willingness to contribute to program

1. Hands on experience CULA program, talked about push across college in looking for additional hands on experience; looking at creating feasibility study in house culinary experience that would hopefully partnering with the community and people like themselves
2. Updated the committee on the learning commons; it will be anchored by A café which was announced to be a Saxbys student run café; provide students a SCEO position, which entails management experience and students who are chosen can get college credit; work based culinary opportunities

Program updates (Dr. Lynsey Madison)

1. Back on campus; reduced class sizes struggled in fall less thrilling online classes
2. College enrollment down
3. ACF Program; site visit March 16-18th reaccreditation, and weighing the ROI of accreditation vs cost and flexibility and restrictions to program and learning outcomes. Curriculum requirements;
4. 2020-2021 approved Curriculum changes: 161 ServSafe 4th semester; Removing Sociology 101; Replace Group Team Communication Course; while not whole degree maybe adding a 200 level baking course
5. Proposed 2022-2023 Curriculum ideas: Entrepreneurship is a key career many students are interested in from the culinary side and we do not cover those skills specifically. CULA students do not have a marketing course. If we stay with ACF, we could revise

CULA 161 and add a nutrition component. We could create a lab class for campus dining or an internal internship. CULA 271 revised to meet Tech Competency and remove CIS 103: brings total credits down to 62 from 65 which is higher than the college average, more than the minimum credits for AAS, and saves time and money; CULA 271 could be incorporated into CULA 270 which also reduces total credits to 62; CULA 271 could be revised to add Entrepreneurship/Marketing components; Remove NUTR 105 and a new Entrepreneurship/Marketing class; Add a 200-level baking class

Dr. Madison opened floor to feedback

- J. Duetsch- Drexel felt locked in with their ACF membership, as they were looking to future ACF looks into past; Students want to learn more about current trends, feels they were already there with the food sciences program they offer. He agrees with baking student demand was there 10 years ago; but industry doesn't support it feels it would be unethical to put B&P as same weight as culinary degree.
- ServSafe red flag for him; Acknowledges CCP has a more challenging pass rate than most; people realize also struggle with pass rates; may need flexibility course offered first term; test offered later. Or Multiple times. Cannot over look they do get inspected and students need to be aware of what goes on; safe food handling. His students take it before entering kitchen, builds and implements right skills on food safety perspective. ServSafe essential orientation take ServSafe later; Boot camp and test later
- G. Stephenson-Set up for success how to wash and clean hands properly important to cover first; develop bad habit; improper ways of doing things; ACF accreditation not as imperative to have not as prestigious as it used to be.
- L. Madison what skills abilities students focus on best position to succeed
- R. Bain- while it is great to offer other trends in class and learn to pivot and evolve to the needs of business, learning the basics is where it is to succeed in business, when things calm down and business returns to normal it's what makes them employable
- G. Stephenson: Culinary is an art form, chefs love to be creative the art itself is in the skill of cooking and plating
- Termini: more entrepreneurship and marketing; most her students come out of high school with wanting to open food truck, catering and not really know what that looks like.
- Marin: not trying away from culinary arts skills cast a wider net as the industry changes and grows; grow with it

Dr. Madison wrapped with thanks and appreciation for taking time out of day to add insight into program and what we need to do to move forward

Chefs and Head Cooks

Summary

Quick Facts: Chefs and Head Cooks	
2020 Median Pay	\$53,380 per year \$25.66 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2020	110,700
Job Outlook, 2020-30	25% (Much faster than average)
Employment Change, 2020-30	28,000

What Chefs and Head Cooks Do

Chefs and head cooks oversee the daily food preparation at restaurants and other places where food is served. They direct kitchen staff and handle any food-related concerns.

Duties

Chefs and head cooks typically do the following:

- Check the freshness of food and ingredients
- Supervise and coordinate activities of cooks and other food preparation workers
Develop recipes and determine how to present dishes
- Plan menus and ensure the quality of meals
- Inspect supplies, equipment, and work areas for cleanliness and functionality
- Hire, train, and supervise cooks and other food preparation workers
Order and maintain an inventory of food and supplies
- Monitor sanitation practices and follow kitchen safety standards

Chefs and head cooks use a variety of kitchen and cooking equipment, including step-in coolers, high-quality knives, meat slicers, and grinders. They also have access to large quantities of

meats, spices, and produce. Some chefs use scheduling and purchasing software to help them in their administrative tasks.

Chefs who run their own restaurant or catering business are often busy with kitchen and office work. Some chefs use social media to promote their business by advertising new menu items or addressing customer reviews.

The following are examples of types of chefs and head cooks:

Executive chefs, head cooks, and chefs de cuisine are responsible primarily for overseeing the operation of a kitchen. They coordinate the work of sous chefs and other cooks, who prepare most of the meals. Executive chefs also have many duties beyond the kitchen. They design the menu, review food and beverage purchases, and often train cooks and other food preparation workers. Some executive chefs primarily handle administrative tasks and may spend less time in the kitchen.



Sous chefs are a kitchen's second-in-command. They supervise the restaurant's cooks, prepare meals, and report results to the head chefs. In the absence of the head chef, sous chefs run the kitchen.

Private household chefs typically work full time for one client, such as a corporate executive, university president, or diplomat, who regularly entertains as part of his or her official duties.

Work Environment

Chefs and head cooks held about 110,700 jobs in 2020. The largest employers of chefs and head cooks were as follows:

Restaurants and other eating places	47%
Special food services	10
Traveler accommodation	9
Amusement, gambling, and recreation industries	6
Self-employed workers	5

Chefs and head cooks work in restaurants, hotels, private households, and other food service establishments. All of the cooking and food preparation areas in these facilities must be kept clean and sanitary. Chefs and head cooks usually stand for long periods and work in a fast-paced environment.

Some self-employed chefs run their own restaurants or catering businesses and their work can be more stressful. For example, outside the kitchen, they often spend many hours managing all aspects of the business to ensure that bills and salaries are paid and that the business is profitable.

Injuries and Illnesses

Chefs and head cooks risk injury in kitchens, which are usually crowded and potentially dangerous. Common hazards include burns from hot ovens, falls on slippery floors, and cuts from knives and other sharp objects, but these injuries are seldom serious. To reduce the risk of harm, workers often wear long-sleeve shirts and nonslip shoes.

Work Schedules

Most chefs and head cooks work full time, including early mornings, late evenings, weekends, and holidays. Many chefs and head cooks work more than 40 hours a week.

How to Become a Chef or Head Cook

Most chefs and head cooks learn their skills through work experience. Others receive training at a community college, technical school, culinary arts school, or 4-year college. A small number learn through apprenticeship programs or in the Armed Forces.

Education

Although postsecondary education is not required for chefs and head cooks, many attend programs at community colleges, technical schools, culinary arts schools, and 4-year colleges. Candidates are typically required to have a high school diploma or equivalent to enter these programs.

Students in culinary programs spend most of their time in kitchens, practicing their cooking skills. Programs cover all aspects of kitchen work, including menu planning, food sanitation procedures, and purchasing and inventory methods. Most training programs also require students to gain experience in a commercial kitchen through an internship or apprenticeship program.

Work Experience in a Related Occupation

Most chefs and head cooks start by working in other positions, such as line cooks, learning cooking skills from the chefs they work for. Many spend years working in kitchens before gaining enough experience to be promoted to chef or head cook positions.

Training

Some chefs and head cooks train on the job, where they learn the same skills as in a formal education program. Some train in mentorship programs, where they work under the direction

of an experienced chef. Executive chefs, head cooks, and sous chefs who work in upscale restaurants often have many years of training and experience.

Chefs and head cooks also may learn through apprenticeship programs sponsored by professional culinary institutes, industry associations, or trade unions. Some of these apprenticeship programs are registered with the U.S. Department of Labor. Apprenticeship programs generally last 2 years and combine instruction and on-the-job training. Apprentices typically receive about 2,000 hours of both instruction and paid on-the-job training per year. Courses typically cover food sanitation and safety, basic knife skills, and equipment operation. Apprentices spend the rest of their training learning practical skills in a commercial kitchen under a chef's supervision.

The [American Culinary Federation](#) accredits more than 200 academic training programs at postsecondary schools and sponsors apprenticeships around the country. The basic qualifications required for entering an apprenticeship program are as follows:

- Minimum age of 17
- High school education or equivalent

Licenses, Certifications, and Registrations

Although not required, certification can show competence and lead to advancement and higher pay. The American Culinary Federation certifies personal chefs, in addition to various levels of chefs, such as certified sous chefs or certified executive chefs. Certification standards are based primarily on work-related experience and formal training. Minimum work experience for certification can range from about 6 months to 5 years, depending on the level of certification.

Important Qualities

Business skills. Executive chefs and chefs who run their own restaurant need to understand the restaurant business. They should know how to budget for supplies, set prices, and manage workers so that the restaurant is profitable.

Communication skills. Chefs must communicate their instructions clearly and effectively to staff so that customers' orders are prepared correctly.

Creativity. Chefs and head cooks need to be creative in order to develop and prepare interesting and innovative recipes. They should be able to use various ingredients to create appealing meals for their customers.

Dexterity. Chefs and head cooks need excellent dexterity, including proper knife techniques for cutting, chopping, and dicing.

Leadership skills. Chefs and head cooks must have the ability to motivate kitchen staff and develop constructive and cooperative working relationships with them.

Physical stamina. Chefs and head cooks often work long shifts and sometimes spend entire evenings on their feet, overseeing the preparation and serving of meals.

Sense of taste and smell. Chefs and head cooks must have a keen sense of taste and smell in order to inspect food quality and to design meals that their customers will enjoy.

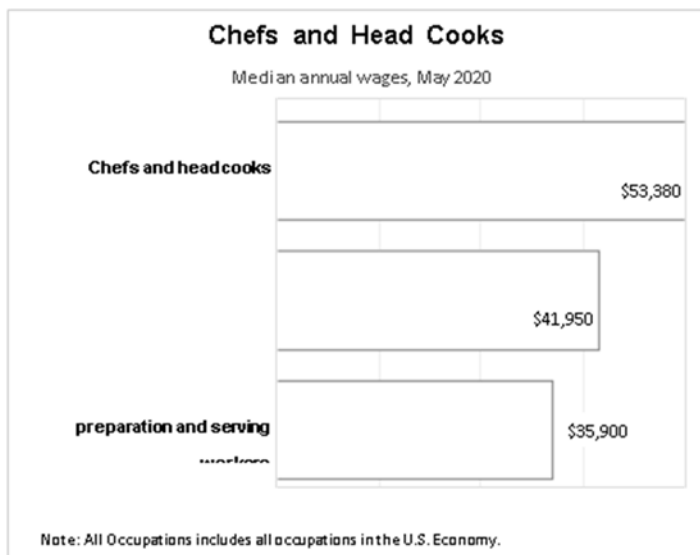
Time-management skills. Chefs and head cooks must efficiently manage their time and the time of their staff. They ensure that meals are prepared correctly and that customers are served on time, especially during busy hours.

Pay

The median annual wage for chefs and head cooks was \$53,380 in May 2020. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$30,300, and the highest 10 percent earned more than \$90,790.

In May 2020, the median annual wages for chefs and head cooks in the top industries in which they worked were as follows:

Traveler accommodation	\$60,330
Special food services	58,090
Amusement, gambling, and recreation industries	57,220
Restaurants and other eating places	50,380



The level of pay for chefs and head cooks varies greatly by region and employer. Pay is usually highest in upscale restaurants and hotels, where many executive chefs work, as well as in major metropolitan and resort areas.

Most chefs and head cooks work full time and often work early mornings, late evenings, weekends, and holidays. Many chefs and head cooks work more than 40 hours a week.

Job Outlook

Employment of chefs and head cooks is projected to grow 25 percent from 2020 to 2030, much faster than the average for all occupations.

About 18,800 openings for chefs and head cooks are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Much of the projected employment growth in this occupation is due to recovery from the COVID-19 recession that began in 2020 and is likely to occur early in the decade.

Income growth will result in greater demand for high-quality dishes at a variety of dining venues. As a result, more restaurants and other dining places are expected to open to satisfy consumer desire for dining out.

Consumers are continuing to demand healthier meals made from scratch in restaurants, cafeterias, grocery stores, and other places that sell food. To ensure high-quality dishes, these establishments hire experienced chefs to oversee food preparation.

Employment projections data for chefs and head cooks, 2020-30

Occupational Title	SOC Code	Employment, 2020	Projected Employment, 2030	Change, 2020-30		Employment by Industry
				Percent	Numeric	
Chefs and head cooks	35-1011	110,700	138,700	25	28,000	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Chefs and Head Cooks

Percent change in employment, projected 2020-30



Note: All Occupations includes all occupations in the U.S. Economy.
 Source: U.S. Bureau of Labor Statistics, Employment Projections program

A close-up photograph of a smiling male chef with a goatee, wearing a white chef's hat and a white button-down shirt. He is in a kitchen setting with stainless steel equipment visible in the background.

Food Preparation and Serving Related Occupations in Philadelphia- Camden-Wilmington, PA-NJ-DE-MD

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What is Emsi Data?

Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Emsi data is frequently cited in major publications such as The Atlantic, Forbes, Harvard BusinessReview, The New York Times, The Wall Street Journal, and USA Today.



Report Parameters

6 Occupations

35-1011 Chefs and Head Cooks

35-2013 Cooks, Private Household

35-2014 Cooks, Restaurant

Attendants and Bartender Helpers

35-2012 Cooks, Institution and Cafeteria

35-2021 Food Preparation Workers

35-9011 Dining Room and Cafeteria

1 MSA

37980 Philadelphia-Camden-Wilmington, PA-NJ-DE- MD

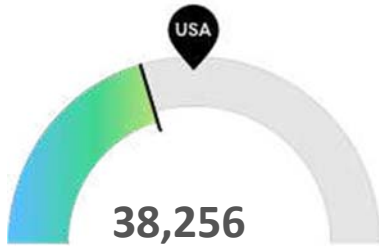
Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupations and geographical area.

Executive Summary

Average Job Posting Demand Over a Thin Supply of Regional Jobs



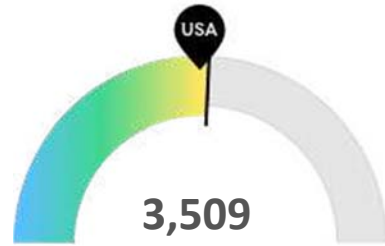
Jobs (2021)

Philadelphia-Camden-Wilmington, PA-NJ-DE-MD is not a hotspot for this kind of job. The national average for an area this size is 50,832* employees, while there are 38,256 here.



Compensation

Earnings are about average in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. The national median salary for your occupations is \$27,681, compared to \$27,770 here.



Job Posting Demand

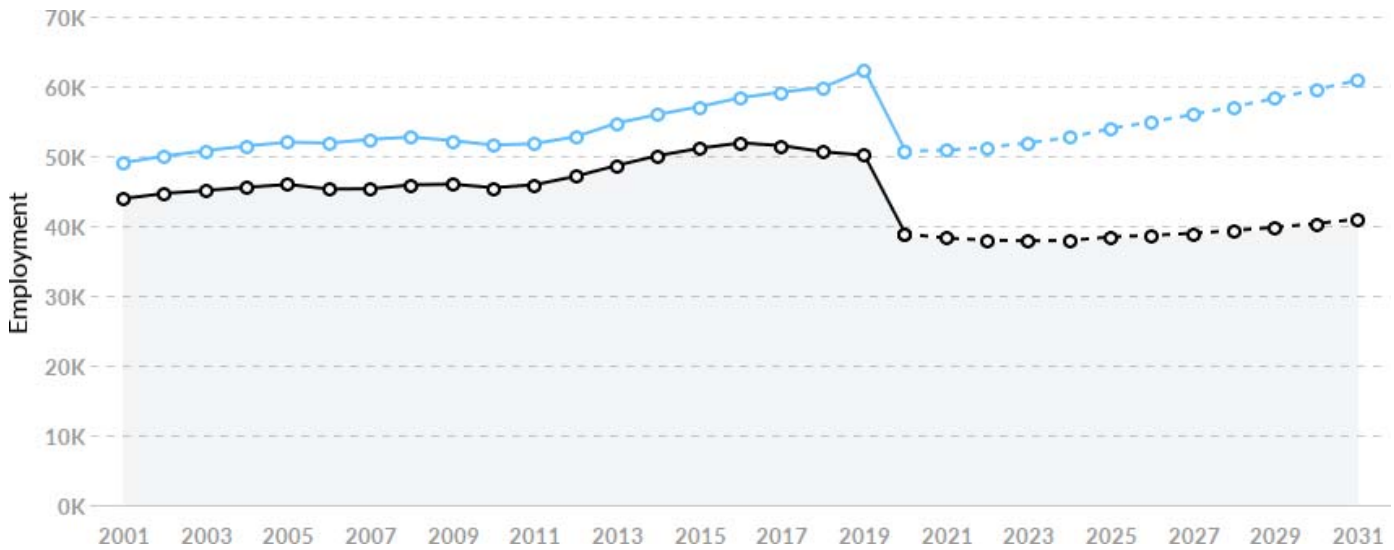
Job posting activity is about average in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. The national average for an area this size is 3,356* job postings/mo, while there are 3,509 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average

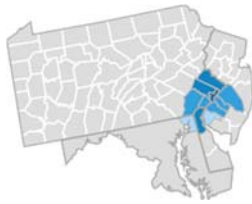
An average area of this size typically has 50,832* jobs, while there are 38,256 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2021 Jobs	2025 Jobs	Change	% Change
<ul style="list-style-type: none"> Philadelphia-Camden-Wilmington, PA-NJ-DE-MD 	38,256	38,422	166	0.4%
<ul style="list-style-type: none"> National Average 	50,832	53,954	3,122	6.1%

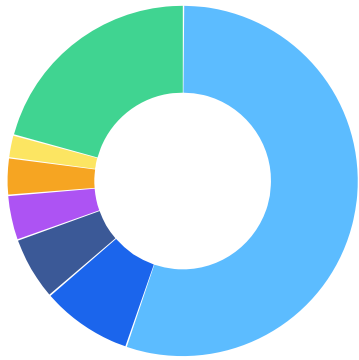
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2021 Jobs
Philadelphia County, PA	8,277
Montgomery County, PA	5,976
New Castle County, DE	5,292
Bucks County, PA	4,119
Chester County, PA	3,244

Most Jobs are Found in the Restaurants and Other Eating Places Industry Sector

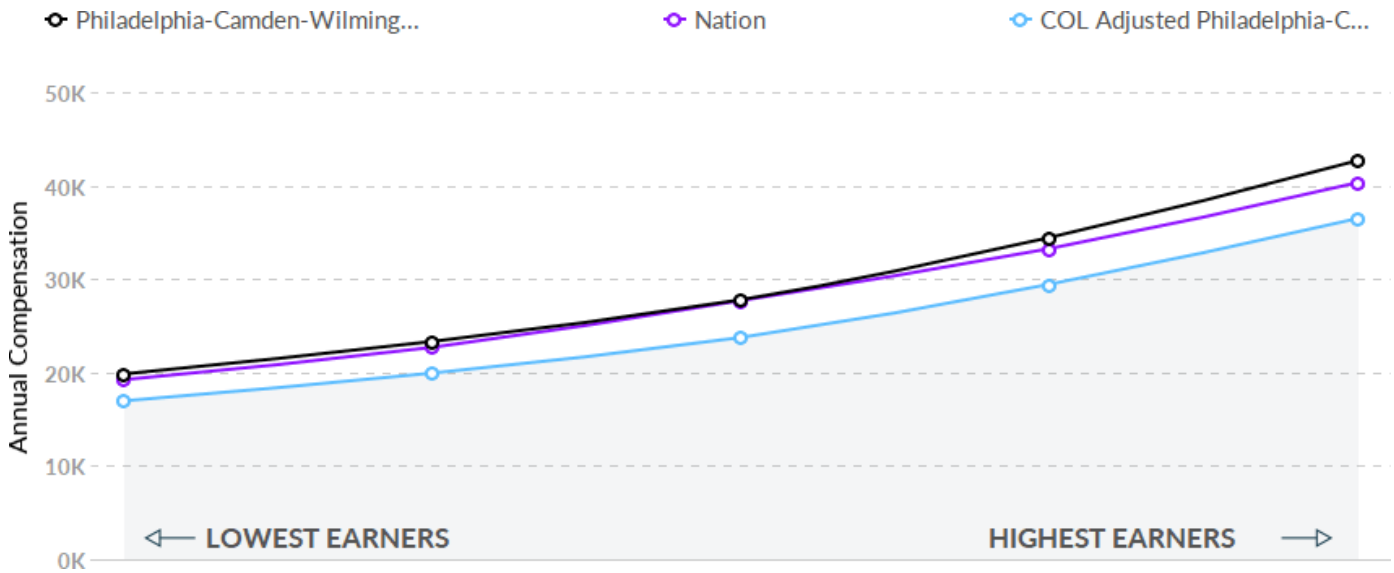


Industry	% of Occupation in Industry (2021)
● Restaurants and Other Eating Places	55.2%
● Grocery Stores	8.4%
● Special Food Services	5.8%
● Education and Hospitals (Local Government)	4.2%
● Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	3.4%
● Other Amusement and Recreation Industries	2.1%
● Other	20.8%

Compensation

Regional Compensation Is the Same Cost as the Nation

For your occupations, the 2020 median wage in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD is \$27,770, while the national median wage is \$27,681.



Job Posting Activity



15,274 Unique Job Postings

The number of unique postings for this job from Jan 2021 to Oct 2021.



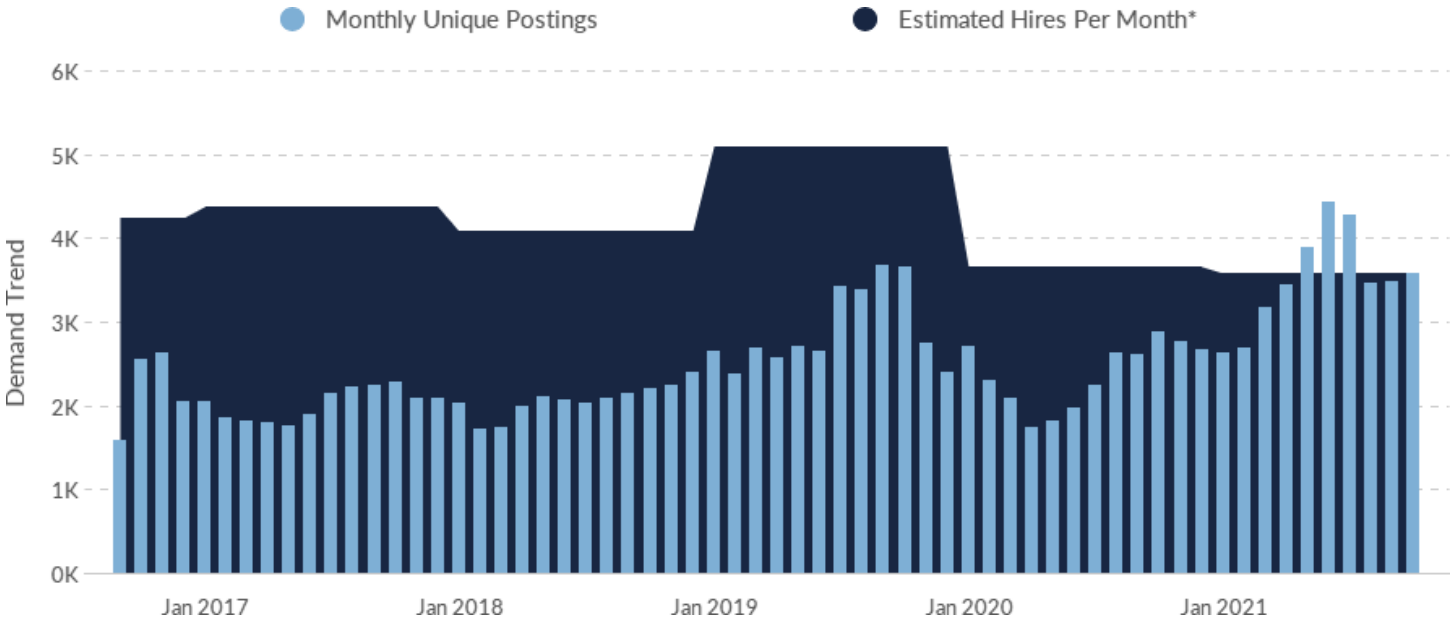
1776 Employers Competing

All employers in the region who posted for this job from Jan 2021 to Oct 2021.



29 Day Median Duration

Posting duration is the same as what's typical in the region.



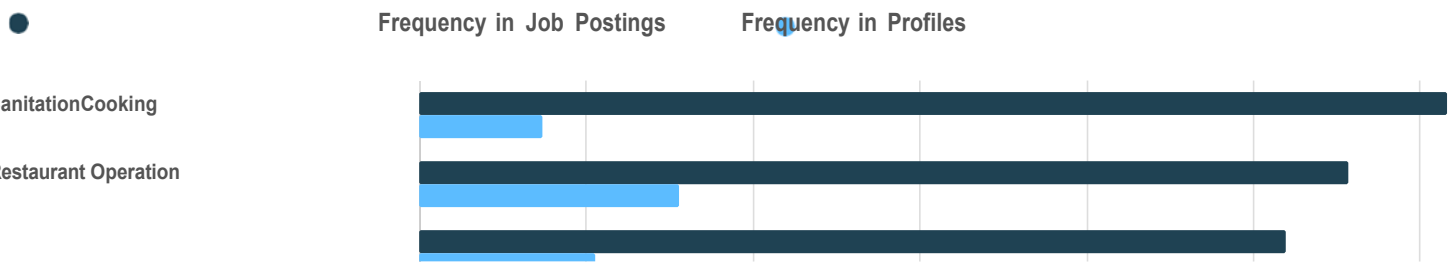
Occupation	Avg Monthly Postings (Jan 2021 - Oct 2021)	Avg Monthly Hires (Jan 2021 - Oct 2021)
Cooks, Restaurant	1,449	1,507

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Emsi hires are calculated using a combination of Emsi jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Occupation	Avg Monthly Postings (Jan 2021 - Oct 2021)	Avg Monthly Hires (Jan2021 - Oct 2021)
Food Preparation Workers	899	1,005
Chefs and Head Cooks	449	100
Dining Room and Cafeteria Attendants and Bartender Helpers	439	587
Cooks, Institution and Cafeteria	271	371
Cooks, Private Household	1	0

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Jitjatjo	601	Cooks	1,163
Compass Group	454	Line Cooks	1,137
Panera Bread	288	Line/Prep Cooks	1,105
Sodexo	286	Prep Cooks	873
Wegmans	250	Sous Chefs	470
Chilis	236	Grill Cooks	422
Walmart	226	Bussers	394
Olive Garden	222	Dietary Aides	381
Healthcare Services Group	210	Food Service Workers	291
Aramark	188	Night Bakers	224

Top Hard Skills



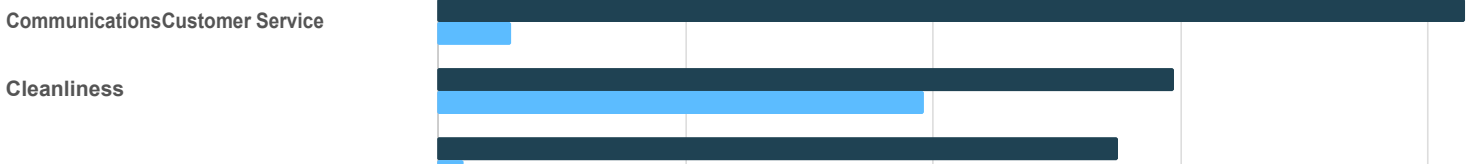
Food Services



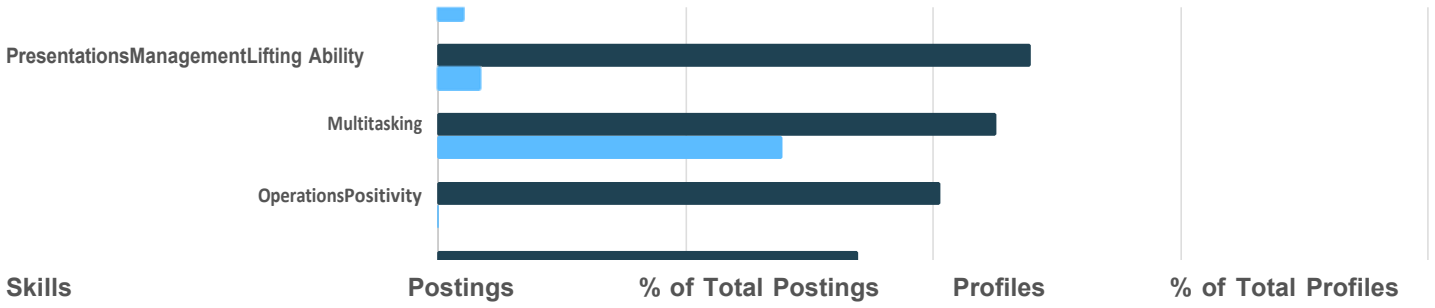
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Sanitation	4,707	31%	576	4%
Cooking	4,257	28%	1,219	8%
Restaurant Operation	3,966	26%	822	5%
Food Services	3,723	24%	786	5%
Food Preparation	2,968	19%	714	5%
Grilling	2,176	14%	350	2%
Food Safety	2,087	14%	766	5%
Bakeries	1,304	9%	448	3%
Safety Standards	1,023	7%	15	0%
Merchandising	925	6%	133	1%

Top Common Skills

● Frequency in Job Postings ● Frequency in Profiles



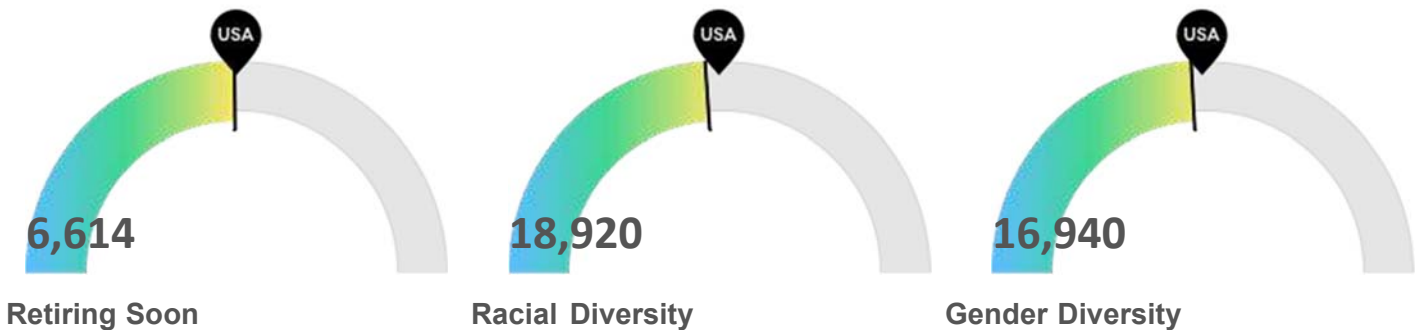
Occupation Overview



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	3,169	21%	231	1%
Customer Service	2,270	15%	1,535	10%
Cleanliness	2,098	14%	85	1%
Presentations	1,830	12%	133	1%
Management	1,726	11%	1,086	7%
Lifting Ability	1,553	10%	4	0%
Multitasking	1,298	8%	70	0%
Operations	1,037	7%	434	3%
Positivity	1,011	7%	11	0%
Detail Oriented	958	6%	33	0%

Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



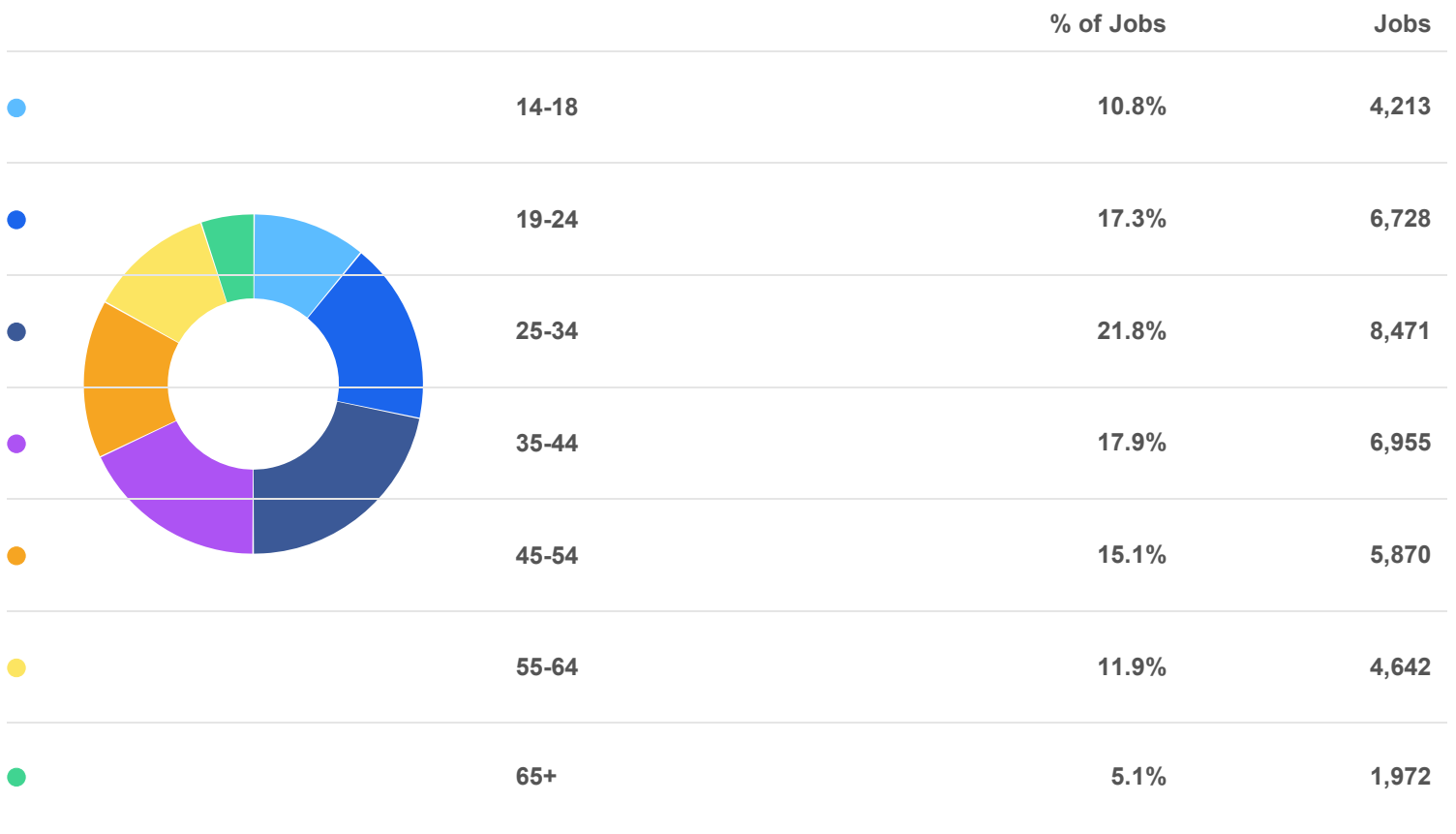
Retirement risk is about average in Philadelphia- Camden-Wilmington, PA-NJ- DE-MD. The national average for an area this size is 6,676* employees 55 or older, while there are 6,614 here.

Racial diversity is about average in Philadelphia- Camden-Wilmington, PA-NJ- DE-MD. The national average for an area this size is 20,147*racially diverse employees, while there are 18,920 here.

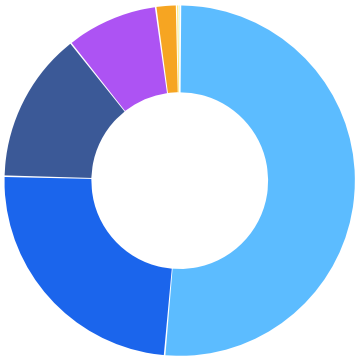
Gender diversity is about average in Philadelphia- Camden-Wilmington, PA-NJ- DE-MD. The national average for an area this size is 17,812*female employees, while there are 16,940 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

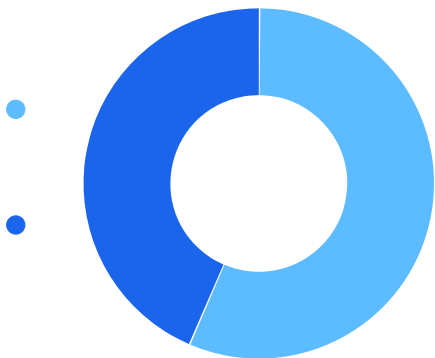


Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
● White	51.3%	19,930
● Black or African American	24.0%	9,337
● Hispanic or Latino	13.9%	5,412
● Asian	8.5%	3,286
● Two or More Races	1.9%	740
● American Indian or Alaska Native	0.2%	95
● Native Hawaiian or Other Pacific Islander	0.1%	50

Occupation Gender Breakdown



	% of Jobs	Jobs
● Males	56.4%	21,910
● Females	43.6%	16,940

Occupational Programs



8 Programs

Of the programs that can train for this job, 8 have produced completions in the last 5 years.



210 Completions (2020)










The completions from all regional institutions for all degree types.



6,127 Openings (2020)

The average number of openings for an occupation in the region is 411.

CIP Code	Top Programs	Completions (2020)
12.0503	Culinary Arts/Chef Training	123
12.0501	Baking and Pastry Arts/Baker/Pastry Chef	36
12.0504	Restaurant, Culinary, and Catering Management/Ma...	26
12.0509	Culinary Science/Culinology	11
12.0508	Institutional Food Workers	7
12.0505	Food Preparation/Professional Cooking/Kitchen Assis...	5
12.0507	Food Service, Waiter/Waitress, and Dining Room Ma...	2

Top Schools	Completions (2020)	
Walnut Hill College	70	
Montgomery County Community College	48	
Jna Institute of Culinary Arts	25	
Rowan College at Burlington County	15	
Bucks County Community College	15	
Community College of Philadelphia	13	
Drexel University	11	
Delaware County Community College	7	
Delaware Valley University	6	

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

COMMUNITY COLLEGE OF PHILADELPHIA

New Degree Program Proposal

Name of Degree Program	Medium and Heavy Truck Technology
Academic Pathway	Design, Construction and Transportation
Department	Transportation Technologies
Faculty Developer(s)	Daniel Reed
Facilitator	Cynthia S. Paul
Recommended Starting Semester	Fall 2022
Today's Date	January 20, 2022
Abstract	Medium and Heavy Truck Technology (MHTT) is an A.A.S degree program that teaches students, using both hands-on, practical knowledge and theory, the servicing of medium and heavy vehicle and equipment platforms, including trucks, buses, tractor-trailer systems, and off-road equipment. The courses are both aligned and in compliance with the Automotive Service Excellence Education Foundation (ASEEF) to provide industry-certified quality of instruction, accreditation, and to also prepare students to take these exams. MHTT courses are part of two professional certificates offered at the College that provide a practical skillset and allow a student to gain quick entry into the industry.

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

MHTT aligns with the College's goals by allowing students to earn a highly valued, practical degree that provides entry into a culturally diverse industry. The degree and concomitant skillset may be used as a credential almost anywhere in the world. In addition, the degree and skillset earned prepare students to take the industry-recognized Automotive Service Excellence (ASE) Medium/Heavy Truck Service certifications (T1-T8) exams and may lead to additional opportunities within the trade, creating lifelong careers. This allows for personal and professional expansion in an ever-changing technical trade. The powerful combination of both an A.A.S degree and industry accreditation gives students career flexibility beyond that of being a general service medium and heavy truck service technician.

II. Expected Program Participants

Participants into the program will be those people seeking a career in medium and heavy truck service, both current high school students and adults. Participants may enter the program directly from area high schools, or may enter as adults looking to attain new skills in medium heavy truck technology for a career trajectory. In addition, for interested students in the existing Design, Construction & Transportation pathway, this program offers a supplementary option. Other ideal program participants are current medium and heavy truck workforce employees who seek a degree, wish to learn additional technical skills, or are preparing to take industry certification exams.

Students in developmental or ESL courses at the College may use existing college courses and assistance to attain the minimum requirements of program entrance. Students enrolled in developmental English courses may take the first few courses in the program sequence as they are getting college ready.

In addition, the new building is expected to help create interest and drive enrollment. The new Career and Advanced Technology Center (CATC), currently under construction at 48th and Market Streets, has been designed for the medium and heavy truck program to be “front and center” on the first floor of the facility. Lab spaces, equipment, and classrooms would be visible as a showcase to the public due to the large open space and glass surroundings of the building.

Program enrollment allows for up to 80 student seats per semester. The 80 student seats include two cycles of 40 students per semester. One cycle would be a group of 40 first-year students, the other cycle would be a group of 40 second-year students.

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

The MHTT Program addresses the lack of quality, affordable options in Philadelphia County for students who wish to achieve a college degree while learning a trade in medium and heavy truck technology. Trade programs currently in the Philadelphia area are located at for-profit trade schools; there are no comparable credit bearing degree programs in the counties surrounding Philadelphia, including: Bucks County (northeast); Burlington County, New Jersey (east); Camden County, New Jersey (southeast); Gloucester County, New Jersey (south); Delaware County (southwest); and Montgomery County (northwest).

The College offers the most economical, high-quality option for this type of program in our geographical area. Offering an affordable option with an A.A.S degree allows students the flexibility and career trajectory to move past a service technician position into management or business operations. Currently there are no post-secondary opportunities in Philadelphia County that allow a student to achieve an A.A.S degree in medium heavy truck technology. Current trade schools that do offer such training in the area are two to three times the cost of what would be a complete, accredited degree at the College.

The new MHTT Program would serve to create a workforce in Philadelphia, as formal credentials are becoming more important in the industry. According to the U.S. Bureau of

Labor’s information about Bus and Truck mechanics and Diesel engine specialists, there is a need for such a program:

Although most diesel service technicians and mechanics learn on the job after a high school education, employers are increasingly preferring applicants who have completed postsecondary training programs in diesel engine repair. In addition, industry certification may be important.

Employment of diesel service technicians and mechanics is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations. Job prospects should be best for those who have completed postsecondary training in diesel engine repair. 2020 nationwide median salary data is \$50,200 per year. (May 2020) ¹

The MHTT Program makes sense for the College and our community. Our current automotive advisory board members have long asked why the College doesn’t offer a diesel (MHTT) program. In the past this was due to limited space at the old (razed) auto tech center in West Philadelphia. With the advisory board members’ direction, this program has been created to meet the current and future needs of fleet industries in Philadelphia. Current automotive program partners such as the City of Philadelphia and SEPTA have aided in the planning of space at CATC.

The field provides good and growing wages for its workers. In the Philadelphia region, the Bureau of Labor Statistics shows a projected employment rise of 9.5%, employs 3,630 people, and has an annual mean wage of \$56,150/year.² Current EMSI data shows that earnings are high in the Philadelphia-Camden-Wilmington, PA-NJ-DE-MD region. The national median salary for these occupations is \$51,038, compared to \$54,212 here. EMSI data also reports that career trends from 2021 to 2025 are on par with the national average showing a 2.0% gain with 6,102 jobs in the area by 2025 and that there was an average of 744 job postings in the area from January 2021 to October 2021.

The Medium and Heavy Truck Technology (MHTT) Program is designed for, and is expected to be delivered to, the new CATC building at the West Regional Campus beginning Fall 2022. The classroom and shop space will be “front and center” and on display for the community. This new building is expected to be of interest to the local public, given the architectural layout of the new building.

IV. Program Structure and Coherence

The MHTT Program A.A.S. degree path includes earning two individual, “stackable” proficiency certificates. These two proficiency certificates may be earned separately and used as

¹ <https://www.bls.gov/ooh/installation-maintenance-and-repair/diesel-service-technicians-and-mechanics.htm>

² https://www.bls.gov/oes/current/oes_37980.htm

terminal credentials, or they may be earned and used as part of the requirements for an A.A.S. degree. Earning an individual proficiency certificate allows for “quick entry” into the field of Medium Heavy Truck Technologies, while providing a clear path for an accredited degree.

The MHTT Program is designed for a student with a very limited or no current skillset to acquire the knowledge and skills needed to enter the skilled labor repair market. Courses are laid out in a logical step sequence that builds a student’s expertise as they move through the program. Course prerequisites prevent a student from taking classes out of sequence, limiting the possibility of their becoming overwhelmed and/or discouraged.

V. Assessment Plan

Program Learning Outcome	How Assessed	Semester and Year Assessed
Demonstrate appropriate techniques to create a safe working environment with medium and heavy transportation vehicles, utilizing currently accepted industry standards.	Physical demonstration and oral, objective, or written assessment	Every academic semester
Diagnose a variety of medium and heavy vehicle system functionality issues in accordance with currently accepted industry standards.	Physical demonstration and oral, objective, or written assessment	Every academic semester
Articulate, describe and communicate knowledge of basic components as well as diagnose and service medium and heavy vehicles.	Physical demonstration and oral, objective, or written assessment	Every academic semester
Communicate and interact effectively when working collaboratively to solve problems in a medium and heavy vehicle service environment.	Physical demonstration and oral, objective, or written assessment	Every academic semester
Demonstrate proper and effective use of current technology and tools commonly used in the industry to service and repair medium and heavy vehicles.	Physical demonstration and oral, objective, or written assessment	Every academic semester

Effect on Other Programs and Courses

Impacts on other programs at the College are expected to be minimal, as there is currently no such program. In addition, it is hoped that this program will propel enrollment into this and other programs at the College, given its notable presence in the community. However, a possibility does exist that current Automotive Technology students may opt to transfer to Medium and Heavy Truck Technology, or Medium and Heavy Truck Technology students could transfer into the Automotive Technology program.

VI. Proposed New Courses and Course Revisions

New Course: MHT 101: Medium and Heavy Truck Maintenance Fundamentals / Intro to Medium and Heavy Truck Service (2-4-3)

Course Description: This is an introductory course in basic medium and heavy truck maintenance and service that prepares students to take the ASE T8 Preventive Maintenance Inspection exam.

Course Learning Outcomes:

1. Evaluate medium and heavy equipment platforms, such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Recall and demonstrate basic safety in the shop and field regarding hazards associated with medium and heavy equipment platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Identify and demonstrate proficiency in the use of basic hand tools, service publications, and various types of measuring equipment used to service trucks, buses, tractor-trailer systems, and off-road equipment.
4. Perform basic service, including fluids and inspections, lubrications, preventive maintenance services, and filter services, associated with medium and heavy equipment platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

New Course: MHT 112: Medium and Heavy Truck Electricity (2-4-3)

Course Description: This is a course in basic medium and heavy truck electrical diagnosis and service that prepares students to take the ASE T6 Electrical/Electronic Systems exam.

Course Learning Outcomes:

1. Evaluate electrical systems and component platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Demonstrate the use of wire diagrams, fuse boxes, and other schematic diagrams.
3. Perform basic service on electrical components such as batteries, charging systems, and starting systems.
4. Demonstrate proficiency in the diagnosis of basic electrical faults, such as opens, shorts, and wiring issues.

New Course: MHT 114: Medium and Heavy Truck Steering and Suspension (3-4-4)

Course Description: This is a course in basic medium and heavy truck steering and suspension systems diagnosis and service that prepares students to take the ASE T5 Suspension & Steering exam.

Course Learning Outcomes:

1. Recall and identify various suspension related service issues and operational theories in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Perform diagnoses of various steering and suspension related service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of various steering and suspension related service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

New Course: MHT 120: Medium and Heavy Truck Brake Systems (2-8-4)

Course Description: This is a course in basic medium and heavy truck brake system diagnosis and service that prepares students to take the ASE T4 Brakes exam.

Course Learning Outcomes:

1. Recall and identify brake system components and operational theories in platforms such as trucks, buses, tractor trailer-systems, and off-road equipment.
2. Perform diagnoses of various brake-related service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the servicing and repairing of various brake related components in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

New Course: MHT 125: Medium and Heavy Truck Hydraulic Systems (3-4-3)

Course Description: This is a course in basic medium and heavy truck hydraulic diagnosis and service that prepares students to work with many hydraulic systems found in medium and heavy trucks, buses, tractor-trailer systems, and off-road equipment.

Course Learning Outcomes:

1. Recall and identify hydraulic powered systems components and operational theories in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Perform diagnosis of, and service for, various hydraulic power systems in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of various hydraulic power systems.

New Course: MHT 180: Medium and Heavy Truck Engine Service (3-4-4)

Course Description: This is a course in basic medium and heavy truck diesel- and gas-powered engine diagnoses and service that prepares students to take the ASE T1 Gasoline Engine and the ASE T2 Diesel Engine exams

Course Learning Outcomes:

1. Recall and identify diesel and gasoline combustion engines and components, including operational theories in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Perform diagnoses of various diesel and gasoline combustion engine systems service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of various diesel and gasoline combustion engines and component platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

New Course: MHT 212: Medium and Heavy Truck Advanced Electricity 2 (3-4-4)

Course Description: This is a course in advanced medium and heavy truck electrical system diagnosis and service that prepares students to take the ASE T6 Electrical/Electronic Systems exam and includes additional topics such as gauges, driver aid systems, and advanced electrical system diagnoses.

Course Learning Outcomes:

1. Recall and identify electrical components such as gauges, lighting, warning, and driver assistance system platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
2. Perform diagnoses and service for electrical components such as gauges, lighting, and warning; and for driver assistance system platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of various advanced electrical power systems and components in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

New Course: MHT 241: Medium and Heavy Truck Drive Trains (3-4-4)

Course Description: This is a course in the operation and service of medium and heavy truck Drive Train systems (manual, automatic, and final drive) that prepares students to take the ASE T3 Drive Train exam.

Course Learning Outcomes:

1. Recall and identify various manual, automatic, and final drivetrain systems and explain operational theory for platforms contained in trucks, buses, tractor-trailer systems, and off-road equipment.
2. Perform diagnoses of various manual, automatic, and final drive train systems service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.

3. Demonstrate proficiency in the repair and service of various manual, automatic, and final drivetrain systems.

New Course: MHT 271: Medium and Heavy Truck HVAC Cooling Systems (2-4-3)

Course Description: This is an advanced course in medium and heavy truck heating, ventilation, and air conditioning service that prepares students to take the ASE T7 Heating, Ventilation & Air Conditioning (HVAC) exam.

Course Learning Outcomes:

1. Recall and identify various HVAC system components and explain operational theories in platforms such as trucks, buses, tractor-trailer systems, industrial-trailer refrigeration systems, and off-road equipment.
2. Perform diagnoses of various HVAC system issues in platforms such as trucks, buses, tractor-trailer systems, industrial-trailer refrigeration systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of HVAC systems.

New Course: MHT 280: Medium and Heavy Truck Emissions Systems (3-4-4)

Course Description: This is an advanced course in medium and heavy truck fuel and air induction systems and service. Course topics include fuel and emissions systems for diesel, gasoline, and gaseous-fueled vehicles.

Course Learning Outcomes:

1. Recall and identify various fuel and emissions systems for diesel, gasoline, and gaseous-fueled vehicles as well as explain operational theories in platforms such as trucks, buses, tractor trailer-systems, and off-road equipment.
2. Perform diagnoses of various fuel and emissions systems for diesel, gasoline, and gaseous fueled vehicles service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the repair and service of fuel and emission systems for diesel, gasoline, and gaseous-fueled vehicle systems.

New Course: MHT 281: Medium and Heavy Truck Hybrid and EV Systems (3-4-4)

Course Description: This is an advanced course in medium and heavy truck high voltage systems. Course topics include the study of battery packs, regenerative braking systems, electrohydraulic transmissions, and transaxles.

Course Learning Outcomes:

1. Recall and identify various high voltage systems as well as explain operational theories in platforms such as trucks, buses, tractor-trailer systems, industrial-trailer refrigeration systems, and off-road equipment.
2. Perform diagnoses of various high voltage service issues in platforms such as trucks, buses, tractor-trailer systems, and off-road equipment.
3. Demonstrate proficiency in the diagnosis and service of high voltage systems in various platforms such as trucks, buses, tractor-trailer systems, industrial-trailer refrigeration systems, and off-road equipment.

VII. Fiscal Implications

The MHTT Program will be housed in the new class and lab spaces designed for a medium heavy truck program in the College's new CATC building, located in West Philadelphia.

Tools, vehicles, and equipment used for teaching aids, demonstration, service, and repair of medium and heavy vehicles are required for proper instruction and program accreditation from Automotive Service Excellence Education Foundation (ASEEF).

The MHTT Program requires at least one full time instructor who is certified by Automotive Service Excellence (ASE) in medium and heavy truck technologies. The ASE certifications are required for program accreditation from ASEEF.

VIII. Catalog Page

Medium and Heavy Truck Technology

Description: Medium and Heavy Truck Technology (MHTT) is an A.A.S degree program that enables students to gain hands-on, practical knowledge and service of medium and heavy vehicle and equipment platforms, including trucks, buses, tractor-trailer systems, and off-road equipment. Courses are designed to prepare students to take the industry-recognized Automotive Service Excellence (ASE) Medium/Heavy Truck Service certifications (T1-T8) exams. The courses are both aligned and in compliance with the Automotive Service Excellence Education Foundation (ASEEF) to provide industry-certified quality of instruction and accreditation. MHTT courses are also part of two professional certificates offered at the College which provide a practical skillset and allow a student to gain quick entry into the industry. The Medium and Heavy Truck Technology program is located at the Career and Advanced Technology Center (CATC).

Program Learning Outcomes:

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

- Demonstrate appropriate techniques to create a safe working environment with medium and heavy transportation vehicles, utilizing currently accepted industry standards.

- Diagnose a variety of medium and heavy vehicle system functionality issues in accordance with currently accepted industry standards.
- Articulate, describe and communicate knowledge of basic components as well as diagnose and service medium and heavy vehicles.
- Communicate and interact effectively when working collaboratively to solve problems in a medium and heavy vehicle service environment.
- Demonstrate proper and effective use of current technology and tools commonly used in the industry to service and repair medium and heavy vehicles.

Program Entry Requirements: Students interested in medium and heavy truck fields may enroll in this curriculum. New students are normally required to take the College’s placement test at their time of entry. Students who are identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as part of their degree program.

Program of Study and Graduation Requirements: To qualify for the A.A.S. degree in Medium Heavy Truck Technology, a student must complete a minimum of 61 credits as prescribed and attain a grade point average of 2.0 ("C" average).

IX. Course Sequence

Semester 1

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
MHT 101 - Medium and Heavy Truck Maintenance Fundamentals/Intro to Medium and Heavy Truck Service	ENGL 098/099 or ENGL 084/094 placement	3	
MHT 112 - Medium and Heavy Truck Electricity	MHT 101, which may be taken concurrently	3	
ENGL 101 - English Composition		3	Writing, Research, Info Lit 1
CIS 103 - Computer Applications & Concepts		3	Technological Competency
SOC 101 - Introduction to Sociology or HIST 101 - United States History: Colonial America through the Revolutionary Era or HIST 102 - United States History: The Civil War and the 19th Century or HIST 103 - United States History: The 20th Century and Beyond or ADC 176 / HIST 176 -		3	Cultural Analysis and Interpretation

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
Philadelphia History: Architecture and Planning			

Semester 2

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
MHT 114 - Medium and Heavy Truck Steering and Suspension	MHT 112, which may be taken concurrently	4	
MHT 120 - Medium and Heavy Truck Brake Systems	MHT 112, which may be taken concurrently	4	
MHT 180 - Medium and Heavy Truck Engine Service	FNMT 118 ready, MHT 101 and MHT 112, which may be taken concurrently	4	
ENGL 115 - Public Speaking or ENGL 117 - Group and Team Communication or ENGL 118 - Intercultural Communication or ART 111 - Three-Dimensional Design I	ENGL 115, ENGL 117, and ENGL 118: ENGL 101, which may be taken concurrently	3	Oral Communication / Creative Expression
MHT 125 - Medium and Heavy Truck Hydraulic Systems	MHT 112, which may be taken concurrently	3	

Semester 3

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
CHEM 101 - Fundamentals of Chemistry I (Lab Based) EASC 111 - Environmental Conservation PHYS 105 - Survey of Physics STS 101 - Introduction to Science, Technology and Society	For PHYS 105, FNMT 118 (or higher) placement or a passing grade in FNMT 017 (or higher)	3 or 4	Scientific Reasoning
MHT 212 - Medium and Heavy Truck Advanced Electricity	MHT 112	4	
MHT 241 - Medium and Heavy Truck Drive Trains	FNMT 118 ready MHT 112	4	
FNMT 118 - Intermediate Algebra	FNMT 017 or FNMT 019 completed or FNMT	3	Quantitative Reasoning

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
	118 (or higher) placement		

Semester 4

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Requirements
MHT 271 - Medium and Heavy Truck HVAC Cooling Systems	MHT 112	3	
MHT 280 - Medium and Heavy Truck Fuel Emissions Systems	FNMT 118, MHT 112 and MHT 180	4	
MHT 281 - Medium and Heavy Truck Hybrid and EV Systems	FNMT 118, MHT 212, and MHT 241	4	
ENGL 102 - The Research Paper	ENGL 101 with a "C" grade or higher	3	Writing, Research, Info Lit 2

Minimum credits Needed to Graduate: 61

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

For More Information, Contact: The Division of Business and Technology, Room B2-22, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8414 or the College Information Center (215) 751-8010.

X. Courses and Completion Sequence

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

Semester 1

Course Number and Name	Advisory Notes	Credits	Course Type
MHT 101 - Medium and Heavy Truck Maintenance Fundamentals/Intro to Medium and Heavy Truck Service	ENGL 098/099 or ENGL 084/94 placement MHT 101 is a corequisite/prerequisite for all other 100-level MHT major courses	3	Major course
MHT 112 - Medium and Heavy Truck Electricity	MHT 101, which may be taken concurrently MHT 112 is a key course for progressing to many other MHT classes	3	Major course
ENGL 101 - English Composition		3	Writing/Research /Info Lit 1
CIS 103 - Computer Applications & Concepts		3	Technological Competency
SOC 101 - Introduction to Sociology or HIST 101 - United States History: Colonial America through the Revolutionary Era or HIST 102 - United States History: The Civil War and the 19th Century or HIST 103 - United States History: The 20th Century and Beyond or ADC 176 / HIST 176 - Philadelphia History: Architecture and Planning		3	Cultural Analysis and Interpretation
You must earn a grade of "C" or better grade in all courses and earn at least a 2.0 GPA			

Semester 2

Course Number and Name	Advisory Notes	Credits	Course Type
MHT 114 - Medium and Heavy Truck Steering and Suspension	MHT 112, which may be taken concurrently	4	Major course
MHT 120 - Medium and Heavy Truck Brake Systems	MHT 112, which may be taken concurrently	4	Major course
MHT 180 - Medium and Heavy Truck Engine Service	FNMT 118 ready MHT 101 and MHT 112, which may be taken concurrently	4	Major course
ENGL 115 - Public Speaking or ENGL 117 - Group and Team Communication or ENGL 118 - Intercultural Communication or ART 111 - Three-Dimensional Design I	For ENGL 115, 117, and 118: ENGL 101, which may be taken concurrently	3	Oral Communication / Creative Expression
MHT 125 - Medium and Heavy Truck Hydraulic Systems	MHT 112, which may be taken concurrently	3	Major course
You must earn a grade of "C" or better grade in all courses and earn at least a 2.0 GPA			

Semester 3

Course Number and Name	Advisory Notes	Credits	Course Type
CHEM 101 - Fundamentals of Chemistry I (Lab Based) EASC 111 - Environmental Conservation PHYS 105 - Survey of Physics STS 101 - Introduction to Science, Technology and Society	For PHYS 105, FNMT 118 (or higher) placement or a passing grade in FNMT 017 (or higher) For STS 101, FNMT 118 (or higher) placement	3 or 4	Scientific Reasoning
MHT 212 - Medium and Heavy Truck Advanced Electricity	MHT 112	4	Major course
MHT 241 - Medium and Heavy Truck Drive Trains	FNMT 118 ready MHT 112	4	Major course

FNMT 118 - Intermediate Algebra	FNMT 017 or FNMT 019 completed or FNMT 118 (or higher) placement	3	Quantitative Reasoning
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Semester 4

Course Number and Name	Advisory Notes	Credits	Course Type
MHT 271 - Medium and Heavy Truck HVAC Cooling Systems	MHT 112	3	Major course
MHT 280 - Medium and Heavy Truck Fuel Emissions Systems	FNMT 118, MHT 112 and MHT 180	4	Major course
MHT 281 - Medium and Heavy Truck Hybrid and EV Systems	FNMT 118, MHT 212, and MHT 241	4	Major course
ENGL 102 - The Research Paper	ENGL 101 with a "C" grade or higher	3	Writing/Research /Info Lit 2

XI. Curriculum Map

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

Required Courses ↓	Program Learning Outcomes				
	Demonstrate appropriate techniques to create a safe working environment with medium and heavy transportation vehicles, utilizing currently accepted industry standards.	Diagnose a variety of medium and heavy vehicle system functionality issues in accordance with currently accepted industry standards.	Articulate, describe and communicate knowledge of basic components as well as diagnose and service medium and heavy vehicles.	Communicate and interact effectively when working collaboratively to solve problems in a medium and heavy vehicle service environment.	Demonstrate proper and effective use of current technology and tools commonly used in the industry to service and repair medium and heavy vehicles.
MHT 101	I		I, A		I, A
MHT 112	I, A	I, A	I, A	I, A	I, A
MHT 114	R, A	I, A	R, A	I, A	R, A
MHT 120	R, A	R, A	R, A	R, A	R, A
MHT 125	R, A	R, A	R, A	R, A	R, A
MHT 180	R, A	R, A	R, A	R, A	R, A
MHT 212	R, A	R, A	R, A	R, A	R, A
MHT 241	R, A	R, A	R, A	R, A	R, A
MHT 271	R, A	R, A	R, A	R, A	R, A
MHT 280	R, A	R, A	R, A	R, A	R, A
MHT 281	M, A	M, A	M, A	M, A	M, A

Appendix

Accreditation Requirements:

Accreditation requirements for Medium and Heavy Truck Technology (MHTT) are handled through Automotive Service Excellence Education Foundation ([ASEEF](#)).

ASEEF Medium/Heavy Duty Truck Technology Program Standards:

- [Truck Program Standards](#)
- [Tools and Equipment](#)
- [Truck Task Lists](#)

Comparison of MHTT Program and MHT Stackable Certificates

The MHTT Program AAS degree path includes earning two individual, “stackable” proficiency certificates. These two proficiency certificates may be earned separately and used as terminal credentials, or they may be earned and used as part of the requirements for an AAS degree. Earning an individual proficiency certificate allows for “quick entry” into the field of Medium Heavy Truck Technologies, while providing a clear path for an accredited degree.

CCP Certificate and/or Program	ASE Program Accreditation Levels	ASE Exam Preparation	CCP Program Course Hours	Stackable CCP Course Hours	For the student who wishes....	Tasks/Hours
MHTT Program Certificate 1	IMMR (Inspection, Maintenance, and Minor Repair)	ASE Exams T1, T2, T4, T5, T6, T8	21 course hours	21 total CCP course hours	“Quick entry” into the skilled labor market of medium and heavy truck and equipment repair	199 Tasks 540 Hours
MHTT Program Certificate 2	TST (Truck Service Technology)	ASE Exams T3, T6, T7	19 course hours	21 + 19 = 40 total CCP course hours	To gain further employment opportunities in the field of medium and heavy truck repair.	329 Tasks 740 Hours
MHTT AAS Degree	MTST (Master Truck Service Technology)		21 course hours	21 + 19 + 21 = 61 total CCP course hours	To gain additional opportunities in the field of MHT, including managerial opportunities	399 Tasks 1040 Hours



4 Installation, Maintenance, and Repair Occupations in Philadelphia-Camden- Wilmington, PA-NJ-DE-MD

Contents

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What is Emsi Data?

Emsi data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Emsi data is frequently cited in major publications such as The Atlantic, Forbes, Harvard BusinessReview, The New York Times, The Wall Street Journal, **and** USA Today.



Report Parameters

4 Occupations

49-3042 Mobile Heavy Equipment Mechanics, Except Engines

49-3031 Bus and Truck Mechanics and Diesel Engine Specialists

49-3092 Recreational Vehicle Service Technicians

49-3041 Farm Equipment Mechanics and Service Technicians

1 MSA

37980 Philadelphia-Camden-Wilmington, PA-NJ-DE-MD

Class of Worker

QCEW Employees

The information in this report pertains to the chosen occupations and geographical area.

Executive Summary

Light Job Posting Demand Over a Thin Supply of Regional Jobs



Philadelphia-Camden-Wilmington, PA-NJ-DE-MD is not a hotspot for this kind of job. The national average for an area this size is 8,437* employees, while there are 5,985 here.

Earnings are high in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. The national median salary for your occupations is \$51,038, compared to \$54,212 here.

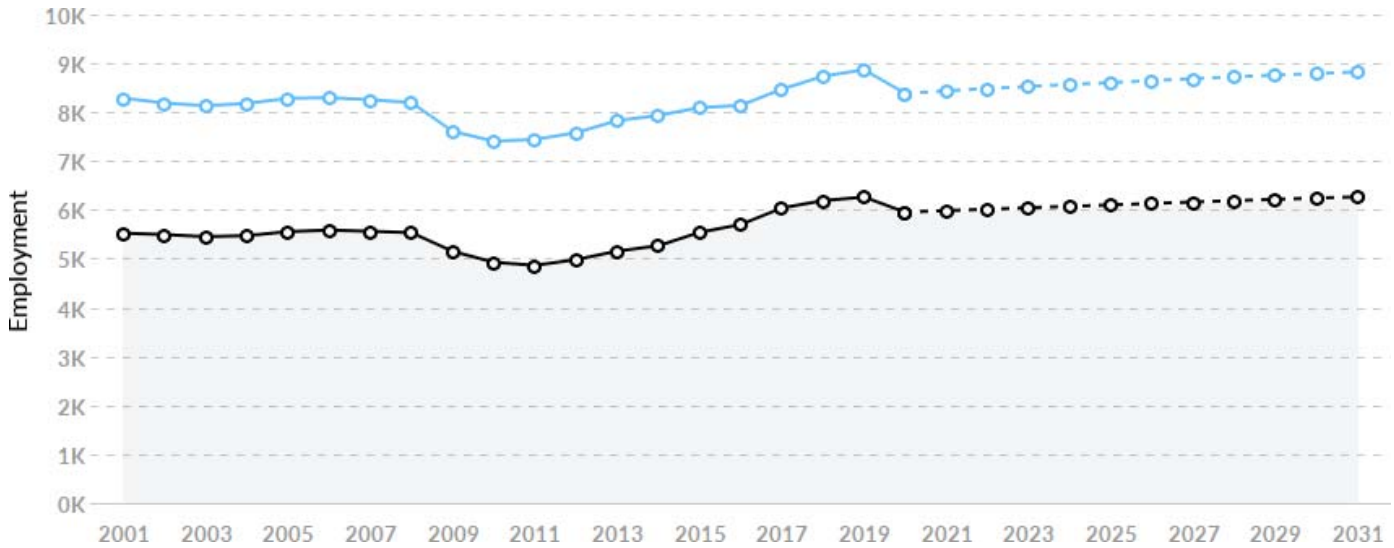
Job posting activity is low in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. The national average for an area this size is 968* job postings/mo, while there are 744 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Lower Than the National Average

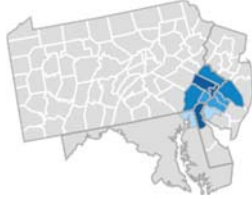
An average area of this size typically has 8,437* jobs, while there are 5,985 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2021 Jobs	2025 Jobs	Change	% Change
<ul style="list-style-type: none"> Philadelphia-Camden-Wilmington, PA-NJ-DE-MD 	5,985	6,102	117	2.0%
<ul style="list-style-type: none"> National Average 	8,437	8,605	168	2.0%

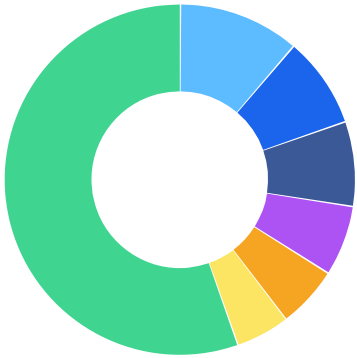
*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



County	2021 Jobs
Montgomery County, PA	1,013
Philadelphia County, PA	991
New Castle County, DE	893
Bucks County, PA	761
Chester County, PA	564

Most Jobs are Found in the Machinery, Equipment, and Supplies Merchant Wholesalers Industry Sector

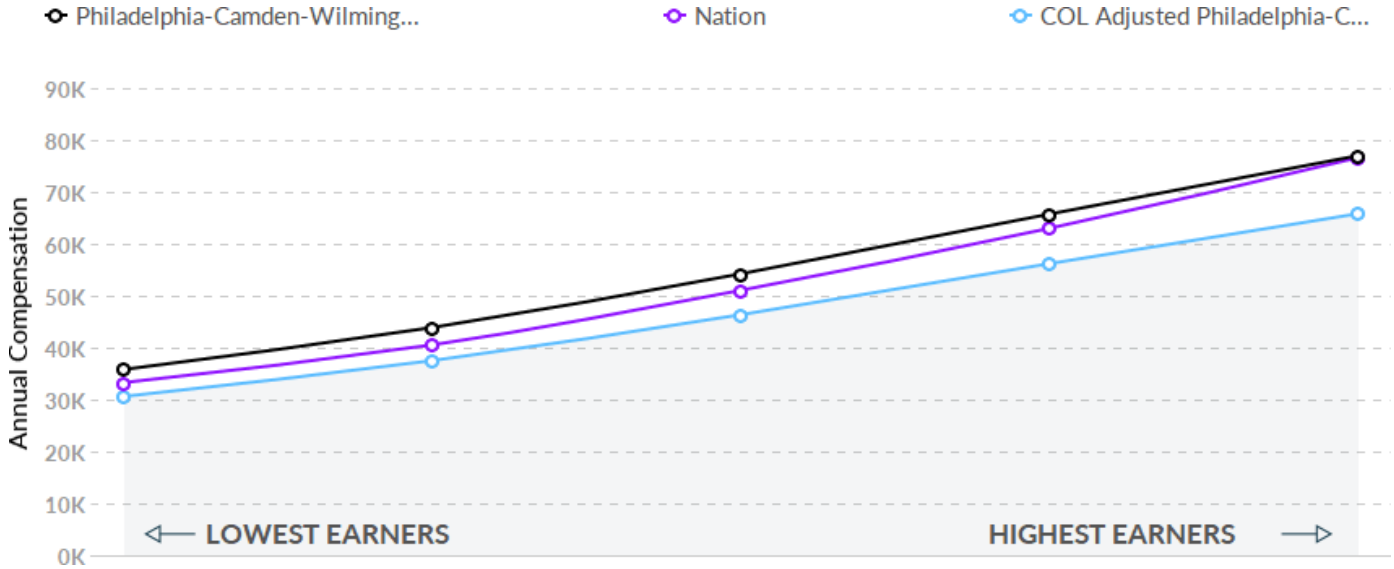


Industry	% of Occupation in Industry (2021)
□ Machinery, Equipment, and Supplies Merchant Wholesalers	11.2%
□ Automotive Repair and Maintenance	8.4%
□ Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	7.8%
□ Local Government, Excluding Education and Hospitals	6.5%
□ General Freight Trucking	5.7%
□ Automotive Equipment Rental and Leasing	5.0%
□ Other	55.4%

Compensation

Regional Compensation Is 6% Higher Than National Compensation

For your occupations, the 2020 median wage in Philadelphia-Camden-Wilmington, PA-NJ-DE-MD is \$54,212, while the national median wage is \$51,038.



Job Posting Activity



3,333 Unique Job Postings

The number of unique postings for this job from Jan 2021 to Oct 2021.



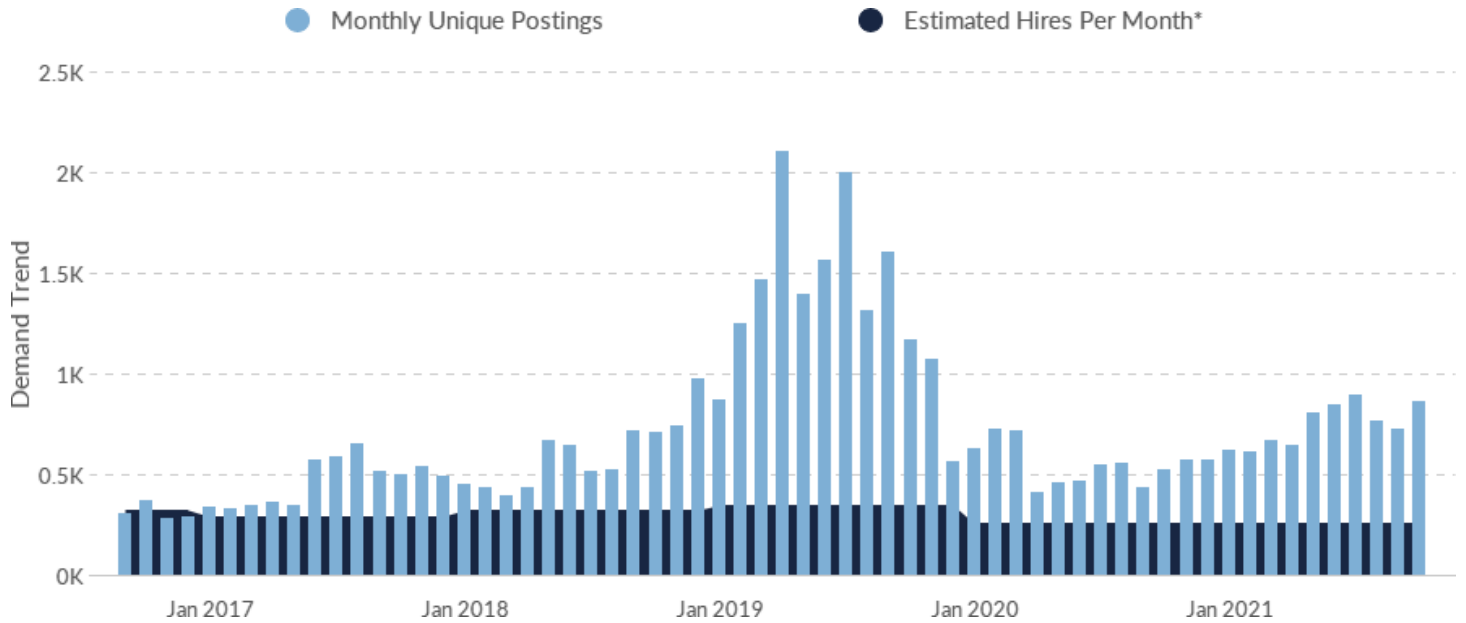
566 Employers Competing

All employers in the region who posted for this job from Jan 2021 to Oct 2021.























30 Day Median Duration

Posting duration is 1 day longer than what's typical in the region.

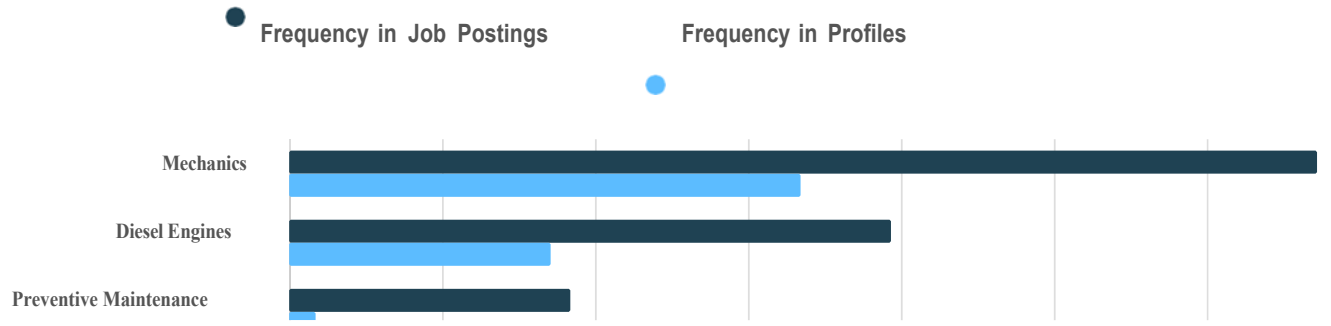


Occupation	Avg Monthly Postings (Jan 2021 - Oct 2021)	Avg Monthly Hires (Jan 2021 - Oct 2021)
Bus and Truck Mechanics and Diesel Engine Specialists	653	146
Mobile Heavy Equipment Mechanics, Except Engines	79	92
Farm Equipment Mechanics and Service Technicians	8	7
Recreational Vehicle Service Technicians	4	15

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Emsi hires are calculated using a combination of Emsi jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

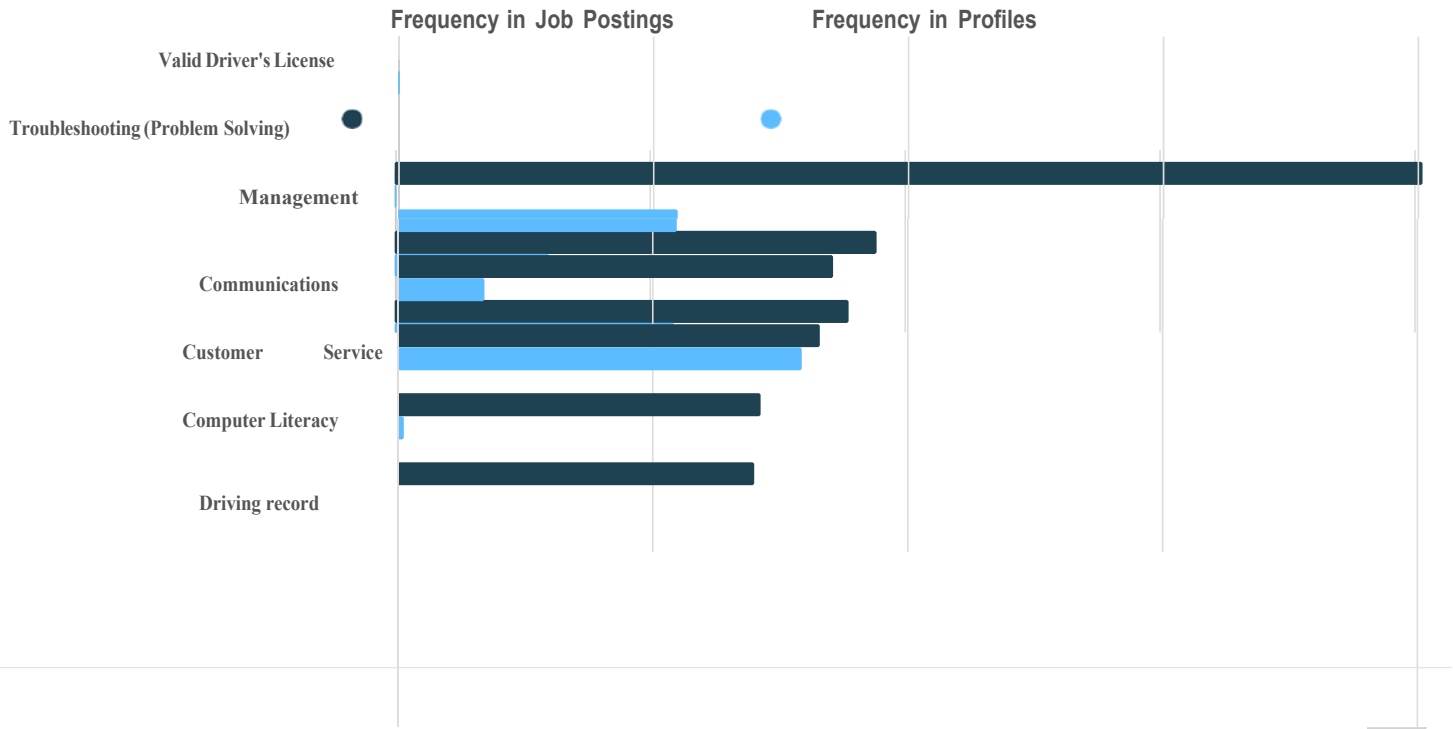
Top Companies	Unique Postings	Top Job Titles	Unique Postings
Waste Management	187 	Diesel Mechanics	493 
Penske Automotive Group	143 	Diesel Mechanic Technicians	458 
Mac Tools	122 	Diesel Technicians	226 
Mechanics Hub	83 	Diesel Technicians/Mechani...	131 
Array	71 	Heavy Equipment Mechanics	105 
Corcentric	67 	Fleet Mechanics	80 
Jobline	65 	Mechanics	74 
Ryder	58 	Diesel Truck Mechanics	73 
Werner Enterprises	53 	Diesel Fleet Mechanic Techn...	54 
TravelCenters of America	48 	Vehicle Maintenance Manag...	41 

Top Hard Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Mechanics	2,239	67%	482	33%
Diesel Engines	1,311	39%	246	17%
Preventive Maintenance	611	18%	25	2%
Hydraulics	589	18%	33	2%
Vehicle Maintenance	496	15%	15	1%
Heavy Equipment	483	14%	76	5%
Suspension (Vehicle)	432	13%	32	2%
Electrical Systems	396	12%	9	1%
Brakes	388	12%	18	1%
Mechanical Aptitude	351	11%	4	0%

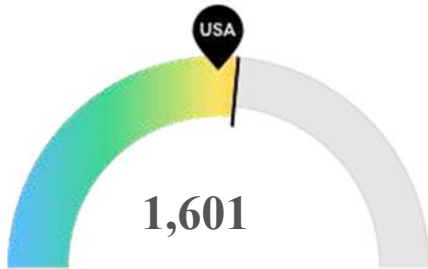
Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Valid Driver's License	1,345	40%	1	0%
Troubleshooting (Problem Solving)	631	19%	87	6%
Management	595	18%	158	11%
Communications	570	17%	49	3%
Customer Service	553	17%	229	16%
Computer Literacy	475	14%	4	0%
Sales	466	14%	150	10%
Good Driving Record	439	13%	0	0%
Operations	383	11%	68	5%
Teamwork	332	10%	28	2%

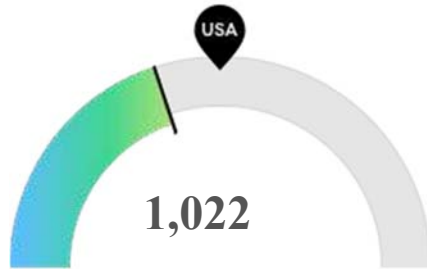
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



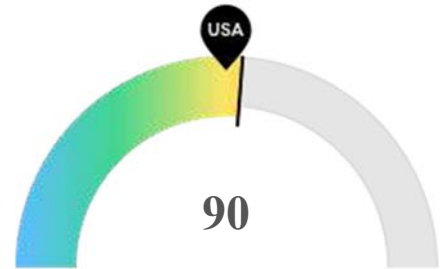
Retiring Soon

Retirement risk is about average in Philadelphia- Camden- Wilmington, PA-NJ- DE-MD. The national average for an area this size is 1,468* employees 55 or older, while there are 1,601 here.



Racial Diversity

Racial diversity is low in Philadelphia-Camden- Wilmington, PA-NJ-DE-MD. The national average for an area this size is 1,396* racially diverse employees, while there are 1,022 here.

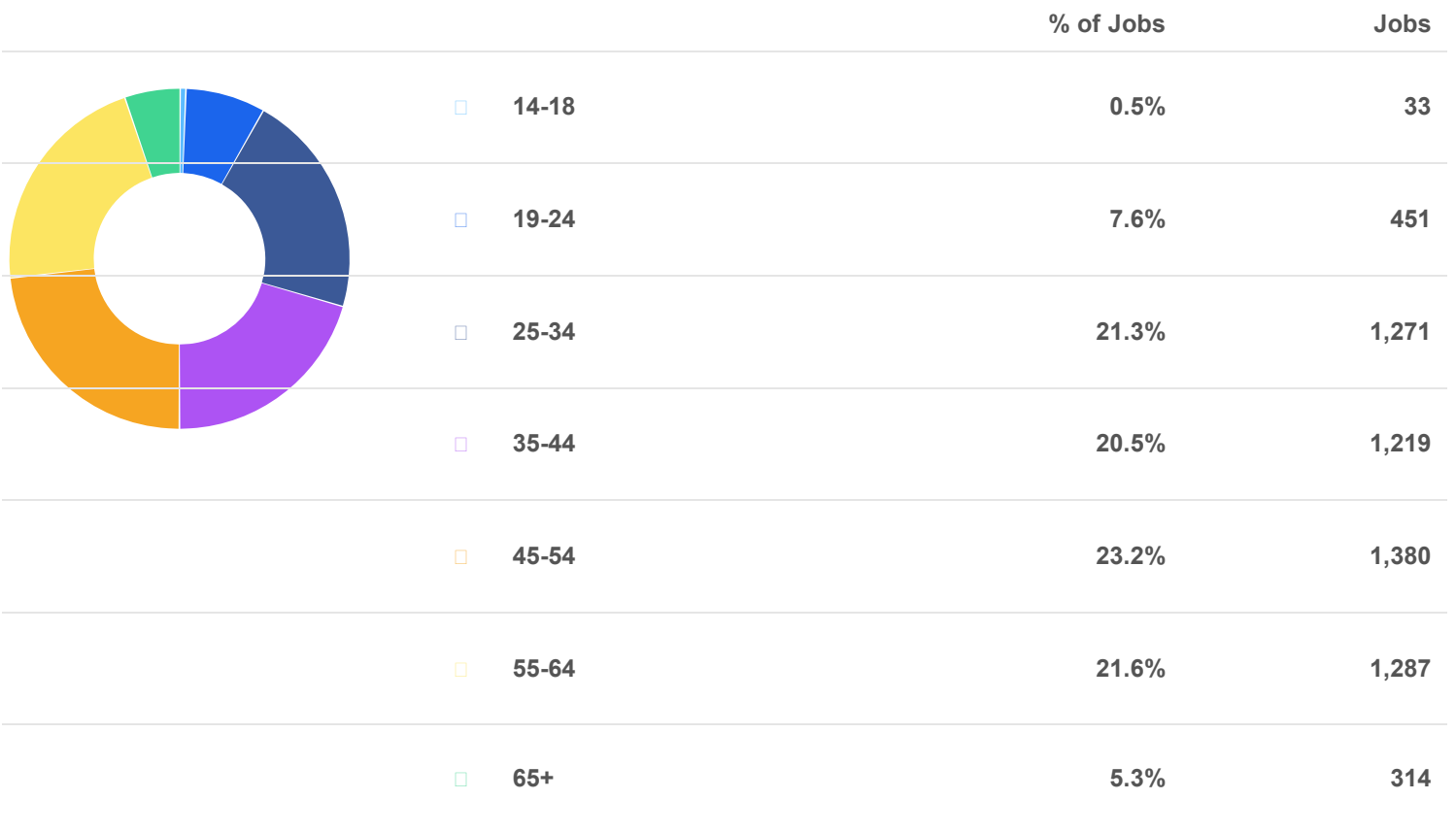


Gender Diversity

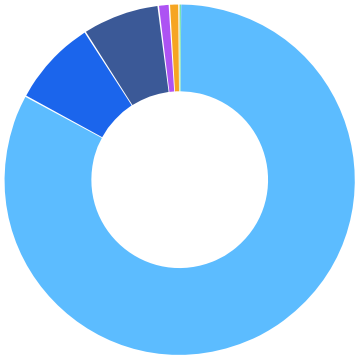
Gender diversity is about average in Philadelphia- Camden-Wilmington, PA-NJ- DE-MD. The national average for an area this size is 84* female employees, while there are 90 here.

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Philadelphia-Camden-Wilmington, PA-NJ-DE-MD. In other words, the values represent the national average adjusted for region size.

Occupation Age Breakdown

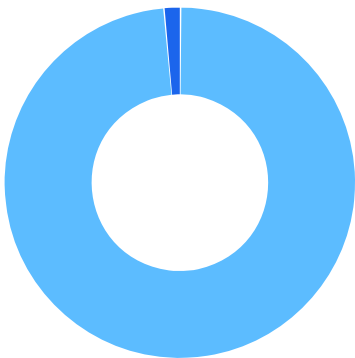


Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	82.8%	4,933
Black or African American	8.0%	477
Hispanic or Latino	7.1%	423
Asian	1.0%	60
Two or More Races	0.9%	52
American Indian or Alaska Native	0.1%	7
Native Hawaiian or Other Pacific Islander	0.0%	2

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	98.5%	5,865
Females	1.5%	90

Occupational Programs



1 Program

Of the programs that can train for this job, 1 has produced completions in the last 5 years.



205 Completions (2020)

The completions from all regional institutions for all degree types.



609 Openings (2020)

The average number of openings for an occupation in the region is 411.

CIP Code	Top Programs	Completions (2020)
47.0605	Diesel Mechanics Technology/Technician	205

Top Schools	Completions (2020)
Universal Technical Institute of Pennsylvania Inc	135
Automotive Training Center-Exton	24
Pennco Tech-Blackwood	23
Automotive Training Center-Warminster	23

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Emsi's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Memorandum #8 — Policy on Academic Standards and Progress

Effective Date: ~~September 1, 2021~~ January 1, 2022

I. Grading Systems, Academic Standards and Progress Policy

(Note: Students receiving financial aid are held to additional satisfactory academic progress regulations found in ~~section VI~~ [\[insert hyperlink to Memo #8A.\]](#))

A. Grading System of Community College of Philadelphia

The grading system at Community College of Philadelphia is a letter system with associated quality points, which are used to compute cumulative grade point averages.

Grade	Q.P.*	Note
A	4	Outstanding
B	3	Good
C	2	Satisfactory
D	1	Pass
F	0	Fail

Grade	Q.P.*	Note
FS	0	Fail – stopped attending

*Number of quality points earned

Other Grades

As a result of testing and placement, students may be required to register for certain courses which do not carry credit towards graduation. These courses are numbered below 100. They are graded "Pass," "Making Progress" and "Fail."

Grade	Note
P	Pass
MP	Making Progress
F	Fail
FS	Fail – stopped attending

Other Designations

Grade	Note
W	Withdrawal <u>(On or After 0% No Refund Date)</u>
WD	Withdrawal During Refund Period <u>(Before 0% No Refund Date)</u>
M	Military Leave of Absence
AU	Audit
NR	No report from instructor at the time grades were processed
I	Incomplete

B. Grade Point Average (GPA) Policy: Students must maintain a cumulative grade point average for all college-credited courses according to the following College schedule. GPA will be assessed after a student has attempted 1 college credit hours. (Note: Developmental courses will not count toward GPA calculation.)

Minimum Required Cumulative GPA	GPA Credit Hours Cumulative Attempted
1.40	1-17 Credit Hours

Minimum Required Cumulative GPA	GPA Credit Hours Cumulative Attempted
1.50	18-24 Credit Hours
1.60	25-36 Credit Hours
1.75	37-48 Credit Hours
1.85	49-59 Credit Hours
2.00	60 Credit Hours and Over (Until Graduation)

C. Academic Progress Policy: For the purposes of calculating satisfactory progress, withdrawals made within the refund period will not count toward the calculation of progress when the student has not begun attendance in the course. A grade of "A," "B," "C," "D," "P" or "MP" will be considered a successful completion. However, a grade of "MP" cannot be given in the same course more than two times. On the third attempt, a grade of "MP" will be converted to a grade "F."

Minimum Required Completion Percentage	GPA Credit Hours Cumulative Attempted
50%	1-12 Credit Hours

Minimum Required Completion Percentage	GPA Credit Hours Cumulative Attempted
60%	13-18 Credit Hours
67%	19 Credit Hours and Over (Until Graduation)

D. Academic Probation Policy: Students who do not maintain satisfactory course completion and/or GPA will:

- 1. Be put on full-time (13 credits maximum) academic probation. Students on academic probation of any kind must meet with a counselor before registering for any term.
 2. At the end of any full-time academic probation term, a student will be evaluated as follows:
 - a. If the student has met the minimum cumulative completion rate and the GPA requirements, he/she will be removed from academic probation.
 - b. If the student is either below the minimum cumulative completion rate or the GPA standard, he/she will continue on full-time academic probation. When the student achieves the minimum cumulative completion rate and GPA requirements, he/she will be removed from academic probation. Students may not register until they have met with a counselor.
 - c. If the student fails to earn a grade of "A," "B," "C," "P" or "MP" in 67% of the credits attempted for the term, he/she will be placed on part-time (7 credits maximum) academic probation. Students on part-time academic probation during any summer term will be limited to 3 credits or 6 credits for offerings spanning 14 weeks. Students may not register until they have met with a counselor. Students wishing to appeal their part-time academic probation status may do so through the Counseling Center.

3. At the end of the first part-time academic probation term, a student will be evaluated as follows:

a. If the student has met the minimum cumulative completion rate and the GPA requirements (according to the College's tiered schedules), he/she will be removed from academic probation.

b. If the student is either below the minimum cumulative completion rate or the GPA standard but has earned grades of "A," "B," "C," "P" or "MP" in all credits attempted for that term, he/she will be permitted to continue on part-time (7 credits) academic probation until such time that the student achieves the minimum cumulative completion rate and GPA requirements (according to the College's tiered schedules), and is removed from academic probation. Students may not register until they have met with a counselor.

c. If the student fails to earn a grade of "A," "B," "C," "P" or "MP" in all credits attempted for the term, he/she will be dropped from the College for poor scholarship and/or insufficient progress.

4. After a student is dropped for poor scholarship and/or insufficient progress for the first time, he/she will be required to sit out for one term, with summer counting as one term, before applying for reinstatement. Students wishing to appeal the requirement to sit out for one term may do so through the Counseling Center.

5. After a student has sat out the minimum of one term, he/she may return to the college on part-time (7 credits) academic probation but cannot be registered until he/she has met with a counselor. Students who return to the College after being dropped will be assessed at the end of each term in accordance with the part-time academic probation sequence described above.

6. Students who are dropped for either insufficient progress or poor scholarship two or more times must complete an Application for Reinstatement. Students are not officially reinstated until they are notified in writing of their status. All students who are reinstated based on appeals must see a counselor to register for courses and will be placed on part-time (7 credits) academic probation. Academic performance will be assessed at the end of each term in accordance with the part-time academic probation sequence described above.

The chart below shows sample calculations of necessary course completion rates based on the minimum cumulative completion rate and minimum GPA requirements.

Attempted Credits	Minimum GPA	Calculation Applied	Required Completion Rate
6	1.40	6 x 50% =	3 credit completed
12	1.40	12 x 50% =	6 credits completed
18	1.50	18 x 60% =	11 credits completed
25	1.60	25 x 67% =	17 credits completed
37	1.75	37 x 67% =	25 credits completed
49	1.85	49 x 67% =	33 credits completed
60	2.00	60 x 67% =	40 credits completed
72	2.00	72 x 67% =	48 credits completed

Attempted Credits	Minimum GPA	Calculation Applied	Required Completion Rate
84	2.00	$84 \times 67\% =$	56 credits completed
90	2.00	$90 \times 67\% =$	60 credits completed

II. Policy on Repeated Courses

A. Students may repeat courses to improve an initial grade of "B," "C," "D," "F" or "FS."

The following conditions apply:

- When a course is repeated the highest grade will be included in the GPA calculations, although all prior grades will appear on the academic transcript.

B. A grade of "MP" will not be given for a third time in the same course. The "MP" grade may be awarded no more than twice. Any "MP" for a third subsequent attempt will be converted to an "F."

C. Credit for a course is given only once. Each attempted grade will appear on a transcript. Note: Some colleges to which students may wish to transfer do not accept this method of calculating grade point averages.

III. Incomplete Work

A. The letter "I" on a student's grade report or transcript indicates that a student has not completed all the requirements for a grade in a course.

B. The instructor will inform the student of the work to be completed and the date that it is due.

Notification of the incomplete grade will be forwarded to the department head through the use of the incomplete grade form.

C. An incomplete grade becomes a failing grade ("F") if the work is not completed within six weeks from the end of the final exam period in which the "I" grade was assigned.

D. An "I" will not be counted in the student's grade point average and academic progress in determining academic standing.

E. Since only completed work can be counted as making progress toward the degree, students must be aware that an incomplete grade may have implications for qualifying for financial aid as well as Satisfactory Academic Progress. In addition, incomplete grades will not satisfy requirements for prerequisites.

IV. Withdrawals from Courses

A. Students may withdraw from a course(s) but must do so by the published deadline for each term.

Students who begin attendance in a course and withdraw from that course before the date posted to receive 0% Refund* for each term in which the student is enrolled have a "WD" designation on their transcript, and withdraw during the refund period will have a "WD" designation on their transcript. Please note "WD" is used for financial aid eligibility purposes only, and be reminded that Financial Aid regulations are stricter than the College's Academic Standard Progress Policy. Students who begin attendance in a course and withdraw from that course after the date posted to receive 0% Refund* for each term in which the student is enrolled, refund period and before the withdrawal deadline date for any term will receive a grade of "W" on their transcript. After this date, students will be assigned the grades they have earned. Note that withdrawals may affect academic progress and financial aid eligibility.

(*<https://ccp.edu/college-catalog/academic-calendar/refund-dates>)

B. Students may drop a class via MyCCP or by completing the necessary form, available from the Office of Student Records and Registration, and submitting the form to this same office. Students are strongly encouraged to consult a counselor, if on academic probation, or an academic advisor prior to dropping courses.

C. Students completely withdrawing from a term must complete the necessary form, available from the Office of Student Records and Registration, and submit the form to this same office. Students must consult a counselor prior to withdrawing from an entire roster of classes for any term.

D. The date when the Office of Student Records and Registration is in **receipt** of the appropriate drop or withdrawal form is the official date of withdrawal. A student who cannot appear in person to fill out a withdrawal form must send a letter or email stating the date and reason for the withdrawal. Absence from class or merely notifying the professor does not constitute withdrawal.

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E. Students who are unable to complete a course(s) because of serious illness or other emergency may apply for an excused withdrawal within two years of the occurrence to the Office of Student Records and Registration. Excused withdrawals are not counted in determining academic progress; however, excused withdrawals are counted as an attempt but not earned when evaluating Satisfactory Academic Progress for purposes of awarding financial aid. Students receiving an Excused withdrawal are subject to a Return of Title IV funds calculation for any aid that was received for the term in question. Satisfactory documentation of the illness or emergency will be required.

F. Students who are unable to complete a course because they or their spouse are a member of the Pennsylvania National Guard or other reserve component of the armed forces of the United States and are called or ordered to active duty (other than active duty for training) shall receive an "M" for military leave of absence. Courses earning an "M" shall not be counted in determining academic progress.

G. Students who stop attending class or, in the case of online courses, stop participating (failure to submit or participate in coursework) will receive a grade of "FS," failure – stopped attending. Instructors who issue an "FS" grade must also report the student's last date of attendance or, in the case of an online course, last date of participation.

V. Reinstatement

Students applying for reinstatement to the College must submit an "Application for Reinstatement Form" which may be obtained in the Educational Support Services Office or at the Counseling Center. Once completed, forms can be dropped off at the Educational Support Services Office. Forms must be submitted no later than the deadline dates stated in the calendar in the College catalog. Applications received after the deadline dates will be rolled over and considered for the following academic term. Once a decision has been made about reinstatement, students will be notified in writing.

VI. Satisfactory Academic Progress Requirements for Students Receiving Financial Aid

~~A student receiving financial aid is required to make progress towards his or her program of study each term. To maintain eligibility for financial aid, the course completion rate is two-thirds successful completion (67%) and maintaining minimum GPA requirements. However, academic progress standards set by Financial Aid Regulations are stricter than the College's Academic Standards and Progress Policy.~~

~~A. Neither academic nor time amnesty, which the College approved, can be used when computing financial aid satisfactory academic progress (SAP).~~

~~B. All excused withdrawals are counted as attempted credits.~~

~~C. Financial aid eligibility is limited to 150% of the credits needed to graduate for each program of study. All attempted credits are counted toward this maximum, regardless of whether or not a student received aid during previous periods of enrollment. Credits transferred into the College are counted toward the 150% maximum limit.~~

~~D. There is a maximum limit of 30 developmental course credits.~~

~~E. Incomplete ("I") or unreported ("NR") grades are counted as attempted credits.~~

~~F. All attempted credits are counted whether or not a student received financial aid. The following new provisions became effective July 1, 2011 and are applicable to all students receiving federal student aid:~~

~~G. Financial aid can be applied only once to repeat any course where the student received a passing grade of "A," "B," "C," "MP," "P" and "D". Students who failed (grade of "F" or "FS") or withdrew from a course ("W") in any previous attempts are not restricted by this one repeat limitation. However, once the student does earn a passing grade, then financial aid will only pay once to repeat that course.~~

~~The Office of Financial Aid will review academic progress after the Fall and Spring semesters, and Summer. Students deemed not to be making satisfactory academic progress will be placed on a financial aid warning status for the next term. Students may continue receiving financial aid while on financial aid warning~~

~~status. No appeal is necessary. After the financial aid warning period, a student who fails to meet the Satisfactory Academic Progress Requirements for Students Receiving Financial Aid (as outlined above), will be ineligible for aid. Students may submit to the Office of Financial Aid a request to have his/her financial aid eligibility reinstated based on:~~

- ~~a. Death of a relative;~~
- ~~b. Injury or illness of the student; or~~
- ~~c. Other special circumstances.~~

~~The appeal must be submitted along with written explanation about why the student failed to make satisfactory academic progress and what has changed that will allow the student to be successful for the next term. Students must also provide appropriate supporting documentation, e.g., doctor's note, receipts or obituary with their appeals. Students who successfully appeal their aid ineligibility will be placed on financial aid probation. The decision of the Office of Financial Aid Satisfactory Academic Progress Appeals is final.~~

~~A student on financial aid probation may receive financial aid for one semester or summer. At that point, the student must meet the College's Academic Standards and Progress policy or the requirements of an established individual probation conditions plan to maintain financial aid eligibility. The probation conditions plan is a set of academic performance expectations to ensure that the student is able to meet satisfactory academic progress (SAP) standards by a specified point in time. If a student begins and continues to follow the set plan, she/he may continue receiving financial aid.~~

~~If appeals have been approved for students who are dropped for poor scholarship and/or insufficient progress after failing to meet the probation conditions plan that was established for them, the students will be ineligible for financial aid until they return to good academic standing.~~

Satisfactory Academic Progress

Memorandum #8A — Policy on Satisfactory Academic Progress

Effective Date: ~~September 1, 2021~~ January 1, 2022

SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended, requires all colleges and universities including Community College of Philadelphia to develop and enforce standards of Satisfactory Academic Progress prior to awarding any federal financial aid funds to students. The standards of Satisfactory Academic Progress (SAP) were established to encourage students to *successfully complete* courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. The SAP standards apply to federal financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Direct Subsidized/Unsubsidized Loans, Federal Direct PLUS Loans. The SAP standards are separate from, and in addition to, academic standards required by the College for continued enrollment.

The criteria used to determine SAP are cumulative grade point average, cumulative completion rate (or pace), and maximum time frame for completion of educational objectives. *At the end of each term, the Office of Financial Aid reviews students' academic progress.* All periods of enrollment are reviewed, including semesters during which no financial aid was received.

QUALITATIVE REQUIREMENT — CUMULATIVE GRADE POINT AVERAGE (G.P.A.)

The qualitative evaluation monitors a student's progress based on their cumulative grade point average (GPA). The College applies a tiered GPA scale to apply the qualitative requirements. The minimum GPA required by the College's SAP policy adjusts according to the number of credit hours the student has attempted:

Minimum Required Cumulative GPA	GPA Credit Hours Cumulative Attempted
1.40	1-17 credit hours
1.50	18-24 credit hours
1.60	25-36 credit hours
1.75	37-48 credit hours
1.85	49-59 credit hours
2.00	60 credit hours and over (until graduation)

Remedial course grades of "MP" and "P" do not impact the cumulative GPA. These course grades are used by the College to determine successful completion of remedial courses but are not calculated into the GPA.

QUANTITATIVE REQUIREMENT — COMPLETION RATE (PACE)

All students must complete and pass a minimum percentage of all hours attempted at the College. A student's completion rate is calculated by dividing hours earned by hours attempted. The minimum completion percentage required by the College's SAP policy changes according to the number of credit hours the student has attempted:

Minimum Required Completion Percentage	GPA Credit Hours Cumulative Attempted
50%	1-12 credit hours
60%	13-18 credit hours
67%	19 credit hours and over (until graduation)

“Attempted coursework” is defined as any course in which the student commenced attendance before the 20% point in the term. ~~“Attempted coursework” is defined as any course in which the student is enrolled after the 20% point in the term.~~

Attempted hours are counted for all terms, even those for which the student did not receive financial aid, and includes transfer hours and hours waived under academic amnesty policies.

Note: The College only accepts transfer credits with a grade of "C" or better. All accepted transfer credits are counted as attempted and completed credits in the quantitative and maximum timeframe SAP evaluation.

- “Successfully completed credit hours” are defined as the number of credit hours in which a student received a grade of "A," "B," "C," "D," "P" or "MP."
- Withdrawals, failed grades, Incomplete grades, Military Withdrawals and repeated courses are handled as follows:

- Withdrawal Codes (W, WD, W61, W66 and W67) are counted as credit hours attempted and not earned.

- W: Students who begin attendance in a course and withdraw from that course on or after the date posted to receive 0% Refund* for each term in which the student is enrolled will have a “W” designation on their transcript. “W” grades will be included in the calculation, even if the date of withdrawal resulted in no tuition assessment by the College. The College’s policy to assess tuition is separate from the Satisfactory Academic Progress calculation. (*<https://ccp.edu/college-catalog/academic-calendar/refund-dates>)

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- WD: Students who begin attendance in a course and withdraw from that course before the date posted to receive 0% Refund* for each term in which the student is enrolled will have a “WD” designation on their transcript. WDs are counted as credit hours attempted and not earned for Financial Aid Satisfactory Academic Progress evaluation. (*<https://ccp.edu/college-catalog/academic-calendar/refund-dates>)

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- W61, W66, W67: Although these special withdrawal codes are not counted in determining academic progress, each of these withdrawal codes is counted as an attempt but not earned when evaluating Satisfactory Academic Progress for purposes of awarding financial aid.

Withdrawals, failed grades, Incomplete grades, Military Withdrawals and repeated courses are handled as follows:

- ~~Withdrawals (W) are counted as credit hours attempted and not earned, if they occur after registration has closed and the add/drop period has ended. Keep in mind that "W" grades will be included in the calculation, even if the date of withdrawal resulted in no tuition assessment by the College. The College's policy to assess tuition is separate from the Satisfactory Academic Progress calculation.~~
- ~~Students who begin attendance and withdraw during the refund period for each term have a “WD” designation on their transcript. WD's are counted as credit hours attempted and not earned.~~
- Failed (F), Failed – Stopped Attending (FS), Not Reported (NR) and Incomplete (I) grades are included as credit hours attempted but not completed.
- Initial and repeated enrollments in the same course count as credit hours attempted each time the course is taken.
- Audit coursework and Military Withdrawals are not taken into consideration for the calculation. Remedial coursework is not included in the quantitative calculation, as permitted by federal regulations.
 - As permitted by federal regulation, CCP counts up to one academic year's worth of remedial courses in a student's enrollment status for Title IV funds. For the purpose of this limit, that is 30 semester hours at the College.

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MAXIMUM TIME FRAME FOR COMPLETION OF EDUCATIONAL OBJECTIVE

The maximum time frame requires an evaluation based on total number of credit hours attempted, to ensure the student is making appropriate progress towards degree.

CCP students will be eligible for financial aid for a maximum of attempted credit hours equal to 150% of the credits required to complete their academic program. If the program requires 30

credit hours, the maximum attempted hours permitted under this policy is 45. If the program requires 60 credit hours, the student may attempt 90 credit hours under this policy.

Transfer hours accepted by CCP are included both in the total number of hours attempted and total hours completed.

Attempted hours are counted for all terms, even those for which the student did not receive financial aid, and include transfer hours and hours waived under academic amnesty policies.

TRANSFER HOURS

Transfer hours that are accepted toward the student's academic program count in the overall maximum time frame calculation and in the cumulative completion (pace) calculation. Transfer hours have no impact upon the cumulative grade point average.

CHANGES OF MAJOR/DEGREE PROGRAM

Students who change majors or change programs are still held to the 150% maximum time frame rule. All credits attempted from the first major/program will count as attempted hours for the new major/program. The 150% maximum limit will be measured based on the number of credits required for the new major/program.

TIMING OF REVIEWS

Current financial aid recipients will have their academic progress reviewed at the end of each regular term (Fall, Spring, Summer). All programs are offered in credit hours with terms.

FINANCIAL AID WARNING

Community College of Philadelphia utilizes the Financial Aid Warning as a part of the review of Satisfactory Academic Progress.

Warning status lasts for one term, during which the student may continue to receive federal student aid funds, without an appeal, even though the results of the SAP evaluation indicate that the student is not meeting one or more of the standards.

Students who fail to make satisfactory academic progress after the warning period lose their aid eligibility unless they successfully appeal and are placed on continued probation.

It is possible that a student could receive more than one financial aid warning period during the student's enrollment at CCP. For example, the student may be placed on financial aid warning for the spring term, following the review of the fall term, because the student is not meeting one or more of the Satisfactory Academic Progress evaluations. The student could meet the requirements after spring and then fail to make Satisfactory Academic Progress during the subsequent fall term. The student could again be placed on financial aid warning. The only stipulation is that a student cannot have successive periods in financial aid warning status.

FINANCIAL AID SUSPENSION

After a term on financial aid warning, a student who fails to meet the Satisfactory Academic Progress Requirements, will be ineligible for aid.

Students are notified of their SAP status by email to their College email account following each term. During financial aid suspension students may be permitted to attend the College at their own expense to demonstrate academic progress. Financial aid suspension only pertains to the student's ability to receive federal financial aid funds.

APPEALS

Appeal is a process by which a student who is not meeting the institution's SAP standards for the receipt of federal student aid petitions the institution for reconsideration of eligibility for Title IV, HEA program assistance. A student on financial aid suspension may appeal the loss of aid if extenuating circumstances prevented the student from making satisfactory progress, including but not limited to:

- a. Death of a relative;
- b. Injury or illness of the student; or
- c. Other special circumstances.

The appeal must be submitted along with written explanation about why the student failed to make satisfactory academic progress and what has changed that will allow the student to be successful for the next term. Students must also provide appropriate supporting documentation, e.g., doctor's note, receipts or obituary with their appeals. Students who successfully appeal their aid ineligibility will be placed on financial aid probation. The decision of the Office of Financial Aid for Satisfactory Academic Progress Appeals is final.

APPROVED APPEALS

A student on financial aid probation may receive financial aid for one semester or summer. At that point, the student must meet the College's Satisfactory Academic Progress standards or the requirements of an established individual probation conditions plan to maintain financial aid eligibility.

Students who successfully appeal may be granted one semester of Probation, during which they are eligible to receive federal student aid. At the end of the probationary semester, students must be meeting the Satisfactory Academic Progress requirements. If the student is not making SAP or has not met the terms of the probation by the end of their probationary period, financial aid will again be suspended. Students in these situations may appeal again for aid reinstatement only if they have a new set of mitigating circumstances.

If it is not mathematically possible for a student to return to good SAP standing in one probationary semester, an approved student may be placed directly on an Academic Plan for the term for which they are appealing. Approved students can continue to receive federal student aid while making progress on an Academic Plan. Students must achieve specific academic benchmarks at the end of each semester on their Academic Plan in order to continue receiving financial aid.

Students who do not meet the terms of their Plan and fail to achieve stated goals, will be considered in violation of their Academic Plan and financial aid will be suspended for subsequent enrollment periods. A student may appeal their Academic Plan if new circumstances arose that impacted their ability to meet the Plan requirements. The same circumstances that were submitted in the initial appeal are not sufficient to approve an appeal, unless there are changes to that situation.

A student who requires more than one academic year to meet SAP requirements may have their Plan renewed for an additional period of time, to be determined by the Office of Financial Aid. Renewal requires the student to be making satisfactory progress on their Plan, and to reaffirm their understanding of the Plan requirements.

DENIED APPEALS

If an appeal is denied, students may choose to attend the College while on financial aid suspension, at their own expense. They will not be automatically eligible for federal or institutional financial aid upon seeking reinstatement. Students must be meeting the academic progress standards in order to regain eligibility for subsequent enrollment periods.