ESL R100: COLLEGE WRITING PREPARATION FOR NON-NATIVE SPEAKERS

Originator
msanchez

Co-Contributor(s)

Name(s)
Tudman, Kari (ktudman)

College
Oxnard College

Discipline (CB01A)
ESL - English as a Second Language (ESL)

Course Number (CB01B)
R100

Course Title (CB02)
College Writing Preparation for Non-Native Speakers

Banner/Short Title
College Writing Prep for ESL

Credit Type
Credit

Honors
No

Start Term
Fall 2021

Catalog Course Description
This course provides instruction and practice in critical and analytical writing with emphasis on language structure and vocabulary development for non-native speakers of English. The course focuses on critical analysis and appreciation of culturally diverse readings, an introduction to integrating readings into writing assignments, and refining the academic language fluency of non-native speakers of English. Research, synthesis, and documentation, and advanced language skills are integrated in the academic writing and culturally diverse reading content.

Taxonomy of Programs (TOP) Code (CB03)
4930.84 - English as a Second Language—Writing

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Alternate grading methods
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
70
Maximum Contact/In-Class Lecture Hours
70

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
17.5
Maximum Contact/In-Class Laboratory Hours
17.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
140
Maximum Outside-of-Class Hours
140

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
227.5
Total Maximum Student Learning Hours
227.5

Minimum Units (CB07)
4
Maximum Units (CB06)
4

Prerequisites
Placement as determined by the college's multiple measures assessment process.

Advisories on Recommended Preparation
ESL R087

Entrance Skills
Entrance Skills
To be successful in ESL R100, students should be able to write paragraphs for a variety of purposes such as illustration, narration, persuasion, and description demonstrating correct use of topic sentence, detailed supporting sentences with correct grammar, punctuation, transitions, and sentence structure. Students should also be able to comprehend readings form a variety of genres including college textbooks, short stories, essays, newspapers, and commentaries.

Prerequisite Course Objectives

ESL R087-Write sentences demonstrating subject-verb agreement; consistent verb tense; and correct pronoun agreement, reference, and case

ESL R087-Write sentences demonstrating correct syntax and parallelism, control over active and passive voices, and appropriate diction

ESL R087-Write sentences demonstrating correct punctuation and spelling

ESL R087-Develop unified paragraphs demonstrating correct use of stated and implied topic sentences; with adequate, detailed support; and with sentence variety: simple, compound, complex, compound-complex

ESL R087-Develop paragraphs that achieve coherence through a variety of methods such as use of transitions, pronouns, and repetition of key words

ESL R087-Develop paragraphs for various purposes: introduction, conclusion, illustration, anecdote, comparison-contrast, description, definition

Requisite Justification

Requisite Type

Advisory

Requisite

ESL R087

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Write multiple-draft, source-based essays of at least 1200 words with limited second-language errors.
2	Compose in-class timed essays with limited second-language errors on an assigned topic related to class readings.
3	Use appropriate advanced grammar forms and syntax in written assignments.
4	Use advanced vocabulary appropriate to a variety of academic genres.
5	Recognize the contributions to knowledge, civilization, and society that have been made by members of various ethnic or cultural groups.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Compose logically developed and well-supported essays and other written assignments.
2	Analyze, interpret, and summarize authentic, college-level texts from various academic genres, using a broad range of high-advanced reading skills and strategies.
3	Integrate high-advanced grammar and vocabulary appropriate to a variety of academic genres to express complex ideas with clarity.
4	Examine issues relevant to North American and other cultures using critical reasoning, appropriate language, and cultural competence.
5	Identify and integrate credible academic sources to support assignments and research projects, using citation format.
6	Read, analyze, and evaluate culturally diverse academic texts for content, context, and text structure with consideration of author's intent.
7	Synthesize knowledge of their own cultural backgrounds with their knowledge of American culture and other cultures through discussions, diverse readings, and writing assignments.

Course Content

Lecture/Course Content

A. Reading strategies

 1. Critical reading analysis
    a. Pre-read: scaffold to activate background knowledge and cultural references, preview, skim, predict, and formulate questions
    b. Identify and summarize the contributions of people from varying ethnic and cultural groups throughout readings
    c. Analyze the development of themes/ideas, including cultural references and perspectives
    d. Annotate: effectively interact with a text to create personal connections using metacognitive strategies
 2. Application of questioning strategies to identify inferences, conclusions, and relationships between ideas in a text
 3. Recognition of complex textual clues to comprehend meaning and identify patterns of organization
    a. Pronoun references and other determiners
    b. Use of synonyms and near-synonyms
    c. Examination of language structures in different academic genres
 4. Vocabulary and word analysis for reading comprehension
    a. Contextual clues to understand new vocabulary
    b. English word roots and affixes
    c. Academic words from various genres and corpus lists such as the Academic Word List
    d. Nuances and attitudes expressed by reporting verbs

B. Writing Skills and Techniques

 1. Analysis of academic genres, including research papers, expository essays, summary and response, and reports
 2. Identify the appropriate method of development for the assignment, i.e. Western logic, organization, language, and rhetorical modes such as division/classification, cause/effect, and compare/contrast
 3. Use of a variety of rhetorical organizational structures
    a. Clear, limited, and unified thesis statements that express writer's view
    b. Logical sequence of ideas
    c. Paragraph and non-formulaic essay structure
    d. Integration of clear, logical, factual, well-ordered support
    e. Effective non-formulaic conclusions
 4. Reinforcement of the writing process
    a. Pre-writing strategies
    b. Constructing a first draft
    c. Editing and proofreading as the final step in the process
 5. Summary and paraphrase
    a. Avoiding plagiarism
    b. Clear reformulation of ideas, using appropriate vocabulary and sentence structure
 6. Response and argumentation
    a. Argumentation models and logical fallacies
    b. Development and expression of student's opinion, logically supported arguments, including counter-arguments and refutation
 7. Accuracy and editing skills
    a. Appropriate resources for independent revision of written work (e.g. learners' dictionaries, online dictionaries, tutoring services)
    b. Proofreading and revision strategies
    c. Use of instructor, WRTC tutor, and peer comments, markings, and correction symbols as tools for improved accuracy
    d. Analyze own writing to identify personal error patterns and apply analysis and knowledge of the language to correcting own writing
    e. Self-correct lexical, morphological, syntactical, and mechanical errors, particularly common to ESL students
 8. Grammar, sentence structure
    a. Control of language structures and forms required for academic English at one level below transfer
       i. Nouns and noun phrases in academic genres
       ii. The English verb system in academic genres
          1. Problematic verb tenses needed to distinguish time frames, such as complex perfect and perfect progressive tenses and shifts between tenses
          2. Use of verb structures such as conditionals and modals to differentiate fact from hypothesis and opinion
          3. Modal verbs to express concepts such as
          4. Passive voice to express objectivity or describe processes
          5. Problematic verb forms such as gerunds and infinitives as the subjects and objects of clauses and prepositions
       iii. Complex sentence structure
          1. Sentence combination using transitions, subordination and coordination to express relationships such as concession and contrast between multiple complex ideas

    2. Word order choice and the use of devices such as fronting and cleft sentences to foreground information
    3. Noun clauses as used to report, summarize or paraphrase other sources, replacing nouns as subjects, objects, and objects of prepositions to express a broader range of meaning
    4. Text cohesion and coherence though the use of
       a. Pronouns and articles
       b. Transitional phrases
       c. Conjunctive adverbs
    5. Punctuation including accurate incorporation of quotations
    6. Sentence structure

C. Vocabulary development
 1. Academic and subject-specific vocabulary
   a. Lexical density as a characteristic of academic discourse
   b. Analysis of collocations with key academic terms such as *have a negative impact on* + NP, *have serious consequences for* + NP
   c. Denotation as opposed to connotation related to objectivity or bias in writing
     i. Antonyms
     ii. Synonyms
     iii. Near-Synonyms
   d. Figurative language and metaphor
   e. Word families, affixation and choice of correct word form
 2. Strategic use of monolingual English dictionaries
   a. Dictionary use to find collocations and vocabulary-specific grammar patterns, including preposition usage
   b. Brief and extended definition of key terms as a characteristic feature of academic discourse
   c. Strategies for comprehension of idiomatic and/or culture-specific language

D. Academic sources and citation formats
 1. Incorporation of Sources
   a. Understand and apply American academic expectations of original thought and wording in contrast to the expectations of students' own cultures
   b. Begin to incorporate templated references from assigned readings
 2. Library research and general internet searches
   a. Databases
   b. Evaluation of source material for currency and credibility
 3. Integration of source material
   a. Relevant supporting evidence for writing assignments
   b. Language to integrate source materials
     i. Citation and embedding of paraphrase and quotation
     ii. Appropriate reporting language, especially verbs
     iii. MLA and APA formats
   c. Avoiding plagiarism

E. Cultural component
 1. North American academic culture
   a. Rhetorical patterns
   b. Language of attribution
   c. Logic systems and patterns of reasoning
   d. Background knowledge of reading/writing topics
     i. Historical events
     ii. Cultural currents and events
 2. Multi-cultural contexts
   a. Variety in North American cultures
     i. Cultural differences in different regions of North America
     ii. Differences in language and behavior among various social groups
   b. Current social and educational issues in North America and other global regions
     i. Cultural perspectives on topics
     ii. Identification of cultural bias
   c. Develop and demonstrate deeper cultural competence in American and multi-cultural contexts
   d. Analyze and appreciate diverse cultural perspectives
   e. Examine historical and cultural events and contexts influencing writers and texts with diverse perspectives
   f. Contribute their own cultural perspectives through discussions and writing

Laboratory or Activity Content

Individualized and group activities related to writing and reading topics covered in class.

a. Nouns and noun phrases in academic genres

b. English verb system in academic genres

c. Complex sentence structure

d. Punctuation including accurate incorporation of quotations

e. Individual written work, including

f. Drafting and revision of short writing assignments

g. Summary/paraphrasing

h. Critical analysis

i. Application of reading concepts and vocabulary

j. Academic sources and citation formats

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Journals
Objective exams
Portfolios
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Lecture and practice on the writing process using scaffolding strategies for writing essays using the process approach (generating, drafting, revising, editing).

2. Instructor-led grammar exercises focused on meaning and accuracy integrating the use of advanced grammatical structures for effective writing.

3. Instructor-led analysis and practice of academic vocabulary drawn from course readings across the curriculum, including a focus on grammatical use of word families and forms and effective phrasing in students' own writing.

4. Whole class and small group discussion of readings on cultural context, implications, and applications in the world.

    a. Analysis of the development of themes/ideas, including cultural references and perspectives

5. Guest speakers to present perspectives on current social issues relevant to students. Students will practice active listening and note-taking in preparation for question and answer session.

Representative Course Assignments

Writing Assignments

1. Students will produce at least five formal out-of-class writing assignments. Two of the assignments will be paragraphs: illustration, narrative, or description; one comparison and contrast essay, and one research essay.
2. Students will be given a variety of informal writing assignments based on assigned reading materials such as journals, peer evaluations, reading responses, summaries, etc.
3. Students will produce at least three formal in-class, timed writing exams.

Critical Thinking Assignments

1. Students will critically analyze culturally relevant topics, then take a position and/or apply a concept (of near college-level complexity or abstraction), integrating student's ideas with those of other scholars and writers.

2. Students will write a comparison/contrast essay on two readings from a thematic unit, evaluate the validity of arguments presented, and develop points referencing both texts.

3. Students will discuss contemporary American social and educational issues in comparison with similar issues in the students' countries of origin.

4. Students will analyze the impact of discrimination on the past and/or present contributions of people from diverse backgrounds.

Reading Assignments

a. Reading comprehension tasks, done individually or in small groups, requiring students to utilize strategies from all stages of the reading process (pre-, during, and post-), such as outlining reading passages and chapters to show critical understanding of the readings, drawing inferences, and recognizing and articulating inductive and deductive arguments. Students will analyze the development of themes/ideas, including cultural references and perspectives.

b. Critical reading of multiple (5-8) nonfiction essays or articles of substantial length and/or density such as speeches by public figures, articles from the media, or excerpts from college freshman textbooks, with an emphasis on topics reflective of or relevant to North American and multicultural currents.

c. Completion of one full-length non-fiction book over the course of the semester, to be used as a basis for exercise work in reading skills, strategies, and cultural competence, as a basis for in-class discussion.

Sample titles:

Outside Assignments

Representative Outside Assignments

a. Completion of one full-length non-fiction book over the course of the semester, to be used as a basis for exercise work in reading skills, strategies, and cultural competence, as a basis for in-class discussion, and for both in-class and out-of-class writing assignments, and as a model for rhetorical form and use of advanced grammar. Selected titles will help develop a deeper understanding of a variety of cultures, including the American culture, the cultures of their classmates, and the students' own cultures.

b. Revision of essay drafts and written assignments based on various reviews and comments, to focus and strengthen ideas, and to achieve language (grammar, vocabulary) accuracy.

c. Identify and evaluate appropriate outside sources through the use of library databases; synthesize these sources and use them as supporting evidence for the student writer's own ideas. Integrate sources into papers (in-text citations and works cited page), using MLA citation format.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
City College of San Franciso	ESL 188	ESL College Reading and Writing	6
Reedley College	ESL-15	Advanced Academic Reading and Writing	6
De Anza College	ESL 5	Advanced Composition and Reading	5
Palomar College	ESL 103	Written Communication III	5

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Proposed

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Classic Textbook
Yes

Description
Lane, Janet,Lange, Ellen Writing Clearly: Grammar for Editing. Cengage Learning (National Geographic) 2011

Resource Type
Textbook

Classic Textbook
Yes

Description
Evergreen - A Guide to Writing with Readings. 11th edition. Cengage Learning, 2018

Resource Type
Other Instructional Materials

Description
Guterson, David. Snow Falling on Cedar. Vintage Contemporaries, 1995.

Resource Type
Other Instructional Materials

Description
Grande, Reyna. The Distance Between Us: A Memoir. Washington Square Press 2013978-1451661781

Resource Type
Other Instructional Materials

Description
Kamkwamba, William. The Boy Who Harnessed the Wind. William Morrow, 2010

Resource Type
Other Instructional Materials

Description
Sotomayor, Sonia. My Beloved World. Vintage, 2014

Resource Type
Textbook

Classic Textbook
No

Description
Vargo, M. & Blass, L. (2014).*Pathways 3: Reading, Writing, and Critical Thinking* Boston: Cengage/National Geographic Learning.

Resource Type
Other Instructional Materials

Description
Nazario, S. (2001).*Enrique's Journey (classic)* New York: Random House Trade Paperbacks.

Resource Type
Other Instructional Materials

Description
Gratz, A. (2017).*Refugee* New York: Scholastic Press.

Resource Type
Other Instructional Materials

Description

Brierley, Saroo. (2013). *A Long Way Home*. New York: Puffin Books.

Resource Type

Other Instructional Materials

Description

Angelou, Maya. 1969. *I Know Why the Caged Bird Sings. New York. Random House, Inc.*

Resource Type

Other Instructional Materials

Description

Hurston, Z.N. 1965. *Their Eyes Were Watching God*. New York. Harper Collins Publishers.

Library Resources

Assignments requiring library resources

Identify and evaluate appropriate outside sources through the use of library databases; synthesize these sources and use them as supporting evidence for the student writer's own ideas. Integrate sources into writing assignments (in-text citations and works cited page), using MLA citation format.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research Paper

A. Requirements
This semester you will write a research paper on a topic related to human rights. The essay should follow this criteria:

Use MLA format
Be at least 5 pages in length
Include three book sources and two journal articles (accessible through an online database).

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions on related topics from assigned readings Course announcements to keep students updated on the course activities, changes, or additions. Questions and topics posed will allow students to practice their reading and writing skills. Personal feedback on written work via Turn it in Students will be assigned groups for collaborative activities
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	Students can make an appointment to meet during the instructor's office hours
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction. Questions and topics posed will allow students to practice their reading and writing skills. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ESL

Additional Minimum Qualifications

Minimum Qualifications
Reading

Review and Approval Dates

Department Chair
09/26/2019

Dean
09/26/2019

Technical Review
10/09/2019

Curriculum Committee
10/09/2019

DTRW-I
10/10/2019

Curriculum Committee
10/23/2019

Board
11/12/2019

CCCCO
01/09/2020

Control Number
CCC000611497

DOE/accreditation approval date
MM/DD/YYYY