

Program Viability Committee Summary

November 19, 2020, 10:00 a.m. to 11:30 a.m. – Zoom

Members present: Garrett Rieck (Noncredit Faculty), Christopher Boltz (Theatre/CTE Rep), Lisa Hooper (Curriculum), Nicole Faudree (Business/COCFA Rep), Jason Burgdorfer (MSHP), Jesse Vera (Adjunct Counselor & AMSA Faculty Co-Advisor) & Erik Altenbernd (Humanities, filling in for Julie Hovden)

Guests: Harriet Happel (CE Dean), Marilyn Jimenez (Academic Senate Administrative Assistant), Kathy Bakhit (Dean, HPPS), Garrett Hooper (*Student Services, Counselor & proxy for Albert Loiaza*) & Hency Chu (Medical Lab Technician, Allied Health)

I. Routine Matters

1. Call to order: 10:02 am
 - Request for copies of the Credit for Prior Learning Policy can be made to Dr. Jamine Ruys.
2. Approval of 10/22 meeting minutes
 - The summary from 10/22 has been updated. The original version was pulled from the Academic Senate agenda by Regina Blasberg. A few edits and clarifications were made.
 - There was a request to make a correction to the Music Program section. When there is mention about Veterans it should state that it is for the degree or certification to be “Transcripted” and not transcript ID.
 - Motion to approve the meeting minutes with the suggested edits by Chris Blotz, seconded by Nicole Faudree. Votes collected using the zoom participant’s window. One abstention from Garrett Hooper (proxy for Albert Loiaza). Unanimous. Approved.
3. Approval of the Agenda
 - Motion to approve the agenda by Nicole Faudree, seconded by Jesse Vera. Votes collected using the zoom participant’s window. Unanimous. Approved.

II. Reports

1. Year Two Status Report: Digital Media – Wendy Brill and Garrett Rieck
 - **Background:** The non-credit digital media program was developed in 2017-2018. In 2018-2019 the Curriculum writing and development began. There is some confusion regarding where this program is in the pilot process. This program was due for a one year status report. The report was not formally completed as there was not much to report on. It is not clear if this should be year 1 or year 2? There were many reports postponed in the spring due to the pandemic.
 - **Review of AP for Program Viability:** Garrett is going to meet with David to review the AP for Program Viability as the procedures state that programs are to start at year 1, 2 and then 3. However, this may not be a great parameter for where programs are in the process. The years may be changed to phases. The new criteria would require program leads to meet in order to move from phase one to the next. There has been some discussion regarding having either the chair of PV or whomever represents the program to provide an annual update. It is also recommended to have an annual tracking mechanism.
 - **Photoshop Certification Training Program:**
 - **Older Adult PHOTO Courses:** These has been approved.

- **Photoshop Certification Training:** This training was approved in fall but has not been offered due to the pandemic. It was not clear what would be the best way to deliver the content. Instead the content will be offered in spring 2021. There is also a faculty member available to teach. These courses have been listed under NC.VOC instead of NC.PHOTO. The reason for this is that these courses can be taught by both CWT and by PHOTO departments.
- **PHOTO Independent Project Courses:** Photo mirrored courses are being offered as an independent projects in Photography. These courses were approved in the summer catalog and offered in summer and fall.
- The remaining courses have not been offered. There are also certificates associated with each that may be offered in spring. It is not clear if Wendy will wait until fall 2021 to offer these courses once it is safe to return to campus.
- **Advisory Board:** The advisory Board has meet twice and the board is supportive of the courses.
- **Challenges:** Wendy has lost a full time faculty member after the approval of the new curriculum. This faculty member was not replaced. The lack of human resources has hindered the ability to offer some of these classes. The hope is to find an adjunct with a specialization in Photoshop.
- **Recommendations to the Academic Staffing Committee (ASC):** These position was recommended for replacement to the Academic Staffing Committee. The position was listed as ["Urgent for Replacement" for 2019](#) (*Memo from ASC Recommendations to the Chancellor, Nov. 15, 2019*) but there has been no action in over two years. It is not clear what supportive documentation was presented to ASC.
 - In spring 2019 there were 6 retirements or resignations, 4 were replaced in Cinema, Nursing, Mathematics and Communications. Political Science was replaced a year later. All of these position were listed as "Urgent" but Counseling and Photo were not replaced.
- The need to create programs with adequate resources has also been brought up to the Chancellor. There is going to be a big overlap between the ASC and the PV Committee in the coming year. There has been some discussion made to not replace single department positions.
- **Need more state funds to hire full-time faculty:** One of the goals of PV is to make sure that there is human resources in the facilities needed for programs. PV can also make a formal statement to the board. There is a concern with having multiple adjuncts in a program as opposed to a full-time faculty member. This may be seen as a state sponsored abuse. The need to higher more full-time faculty members may be part of a larger conversation in terms of the state allocating more funds for full-time faculty positions. It is recommended that faculty work with administration to make the lobbying effort to request more resources be allocated for full-time faculty hiring. There will be more engagement and learning when there is a full-time faculty member on board.
- **Next Steps:** The committee can take a vote to recommend directly to the Academic Senate that the Senate then recommend to the Chancellor those recommendations given by the ASC for serious consideration. There are opportunities to make comments to the Academic Senate during the public comment portion for any items that are not on the agenda. This recommendation has not been asked of Academic Senate in the past. More supportive context data will need to be collected before a formal recommendation can be made. It will be important to articulate the impact of not having a full time faculty member. If some positons were approved for hiring and others

were not what was the rationale for that? It is also important for program chairs to have a conversations with the school Dean so that the Dean can advocate for a program to the district.

- The main concern is that this recommendation was submitted to ASC and the hiring of a FTF PHOTO instructor has been ignored. Garrett will collect supportive data to present to the committee in spring so that the PV Committee can review and then vote on a recommendation to the Academic Senate. There was reminder that programs are not voted on until they reach year 3 status.
- It is concerning if full-time faculty retire in a program and there is no faculty member left. There was a recommendation to add the agenda for the first meeting in spring a discussion regarding single person departments. There will be close to 20 full-time faculty retirements. Some of the single full-time faculty programs include Electrical Systems, Hotel & Restaurant Management and Photoshop. The deadline to submit for the SERP Retirements will be Friday.

III. Discussion

1. Program Initiation: Pharmacy Technician – Hency Chu

- **Background:** This program was presented back in the spring semester.
- **Pharmacy Tech Advisory Board October 22nd update:** Several individuals from various sectors from pharmacy tech presented, including retail and an instructor from another Pharmacy. A well-received discussion took place and goals were in line with what was expected for Pharmacy Tech in terms of preparing them for entry level employment. A board member from Henry Mayo, shared an update on the positions that are available in Pharmacy Tech. There are three positions, as the hospital has a staff roster of 25 to 30 Pharmacy Techs. The hospital hires about 5 to 10 in a given year.
- **Curriculum Updates:** Board members requested that the Pharmacy Tech program be well rounded for students to be able to work in acute care as well as in retail. The proposed curriculum didn't have components of both. One model which the board members wanted to see was the ASHP model curriculum for Pharm Tech Education.
- The Curriculum Proposal list of course was shared. There following course request where made:
 1. Add a *Basic Level Math* course
 - a. In other schools a Medical Math Course has been used by several of the Pre-Med departments. This course was written in such a way that it could be taught by several people.
 2. Add a *Computer Skills* course.
 - a. Chemistry is often a course that Science uses to guide the computation aspect for their work. Would someone with a Pharmacology background be most qualified to teach a Computations class? Would courses be assigned from another program?
 - b. There is currently a Pharmacology course in the Nursing Program. Dr. Kathy Bakhit will review the Curriculum for this course to determine how much of the content covers computations. If this content is covered then someone with those MQ's for the Nursing Program would be able to teach this course. Would a licensed Ph.D. Pharmacist be able to teach all these classes? Is there a link between that degree and our current list of MQ's in the handbook?
 3. Remove *Anatomy* and *Physiology* from the proposal as the idea is to

compartmentalize some of the courses.

- a. Removing these courses would be more in line with a Basic Skills, entry level program. The idea is to not have all the rigorous prerequisites and have a shorter program in which students will be able to find employment quickly.
 4. Split the *Overview of the Pharm Tech. Profession* 4 unit course into two.
 - a. This is so that a *Calculations* course that was previously embedded in the *Overview Profession Course* could be added.
 5. Add a *Body Systems* course
 - a. There is concern with the request to remove *Anatomy* and *Physiology* and keep *Body Systems*. As *Body Systems* seems a lot like *Physiology*. Faculty with a *Biology* background with an emphasis in *Physiology* would be the most qualified to teach this course.
 6. Lower the units for the *Sterile Compounding* course.
 7. The high school graduation requirement will be changed as a requirement to graduate and not as a prerequisite.
 8. Request to add 1 unit courses instead of 4 unit for *Pharm Tech. 7 & 8*.
- **MQ&E's:** There is a need for more guidance as to what the minimum qualifications are going to be as the courses are going to be tailored to a very specific audience.
 - **Course Sequencing:** The courses are not sequenced in any particular order as students will be able to take courses in any order. How will the quality of experience be determined or how is this going to be consistent across all of the different practical environments? One way to standardize training is through the ASHP curriculum guideline. This curriculum would provide competencies that could be followed. Acute care training facilities will also have more equipment than retail.
 - There was also a request for a map of all course involved in this program with notes indicating the human and physical resources that would be needed for each to teach the course. Including which courses need to be supervised both onsite and offsite.
 - **Pharmacy Tech. Lab:** The board also advocated for a lab to be added on campus with a suggestion for necessary computer counting tools such as cylinders. The lab would be very important for the training component for students before they actually go into their clinical or practical experience. Pharmacy Technicians will be required to work under the supervision of a licensed pharmacist. The physical space is really demanding.
 - It would be ideal to have on-the-job training available but it is not required. It may be better to have a student train on site as it is important for student to familiarize themselves with pharmacy software. Different hospitals also have different computer systems. Site visits would also be performed as the lab sites would be guided by an instructor on campus. This would be set up in the form of weekly seminars to keep track of the students. There was also a suggestion to have student do rotations so they could train in different iterations of pharmacy technology.
 - **Clinical Site Agreements:** Hency has worked at establishing agreements throughout the region to have MLT student go out and train in existing laboratory spaces in hospitals and other clinical environments. There is also the possibility of having online lectures and online labs where the labs can be broadcasted. As long as students have the basic tool they could follow along. There is no need to have students do on campus lab prior to doing hours at a clinical site. There is a letter of commitment from Henry Mayo. There was also discussion for Henry Mayo to donate a hazardous drug glovebox hood and a

horizontal workbench as a vertical flow hood as they no longer need it. It would also be helpful to have all the clinical site agreements in place.

- **Training Internship Clinical Hours:** There is a change in the required training hours from 242 to 400 clinical hours. This will need to be changed in the initiation form. There was also a suggestion to look into the California Apprenticeship Initiative to see if the college could qualify for an apprenticeship. This would take care of all labs as they would be done with the employer. This could be a cohort model. However, student can't be earning as they won't qualify for Financial Aid.
- **New state reporting guidelines for using SWF:** There is a new category which has been added into NOVA. Partnership agreements are now required for any appeals for the grant funding to support a program along with statistical data such as, "Is this a bilingual site?" More than likely this requirement will also be applied to Perkins funding. Formal paperwork will be ready by December 15th.
- **Similar program at other Colleges:** Cerritos College has a similar program which does not require Anatomy and Physiology. They are calling it an Introduction to Anatomy and Physiology. This is a combined 4 unit version. This is more of condensed shortened version. The other option is to take the Terminology course instead.
- There is still a need to follow the Vision for Success model. If a requirement is not necessary in terms of skill attainment for a student to get a job then it that pathway should not have curriculum.
- Will some of the labs be delivered through Artificial Intelligence or Virtual Reality software? If this option is being considered then a demonstration of this delivery method will be needed in Curriculum.
- **Distance Education:** The ASHP accreditation standards allow for some distance education non-credit component. About 20% of the curriculum that exist in Pharmacy Tech exist in non-credit, including an entire program at North Orange Continuing Education. This program looks very similar to Cerritos. A non-credit component is something to consider. In particular, if students are planning to take these courses to obtain employment and not to continue their education afterwards as they do not need the units. A mirroring option may also be possible. If a non-credit program is set over 600 hours student do qualify for Financial Aid. This may also be attractive to the partnership as they would be getting around 400 hours of students working for them.

IV. Adjournment: 11:32 pm

- Several dates for the spring 2021 PV Committee meeting have been shared. The meetings for spring will be scheduled from 10:00am and 11:30am and there will be a total of 5 meetings.