Academic Senate for College of the Canyons

March 24, 2016 3:00 p.m. to 4:50 p.m. BONH 330

A. Routine Matters

1. Call to order
2. Approval for the Agenda
3. Approval of the Consent Calendar:
    a) Academic Senate Summary: March 10, 2016 (pg.3)
    b) Curriculum: March 17, 2016 (pg.7)
4. Academic Senate President's Report – Rebecca Eikey
    a. Conversation on Campus Incident – A Plan March 25, 2016 10:30 a.m. TBD
    b. ASCCC Spring 2016 Plenary Session Resolutions: http://www.asccc.org/events/2016-04-21-150000-2016-04-23-230000/2016-spring-plenary-session
5. Academic Senate Vice President's Report – Teresa Ciardi

B. **Committee Report**

1. Standards and Practices – Ann Lowe (pg. 10)

C. **New Future Business**

1. Bond Measure for infra-structure for both Valencia and Canyon Country Campus

D. **Unfinished Business**

1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence
3. Consideration of Resolution on Nepotism and /or Ethical Hiring Practices
4. Faculty Climate Survey

E. **Discussion Items**

1. Revisions of Online Teaching Requirements – James Glapa-Grossklag (pg.11) 2. Professional Development – Teresa Ciardi (pg. 13)
http://coast.contracosta.edu/facultystaff/staffdev/Shared%20Documents/forms-docs/9authorized-uses.pdf

3. Senators Report:
    ☐ Institutional Learning Outcomes

4.Parking and Traffic – Mike Wilding (pg. 20).

5. Grade Review – Mike Wilding (pg. 24)
6. Program Viability and Departments – Rebecca Eikey and David Andrus (pg. 41)
http://www.canyons.edu/Offices/AcademicSenate/Documents/AP%20Academic%20Departments%20(Fall%202015%20Andrus%20Revisions)3.pdf
7. Prioritize Request for use of BONH 330 (pg. 48)

F. **Action Items**

1. Discipline assignment for:
    - William Macpherson, Music (pg. 49)
    - Thomas Vessella, Construction Management and Construction Technology (pg. 50)
2. Diversity Requirement: the results were a. 4 removed diversity b. Keep diversity c. N/A
3. Election Results – Academic Senate President/Vice President (pg. 51)
4. Professional Development Hours (FLEX Credit) shall be granted for CTE Advisory Board Meetings and Nursing in-service hospital training in order to follow Ed Code, Section 87153(c): "In service training for vocational education and employment preparation programs." It is recommended that the Faculty Professional Development Committee recognize these trainings as Professional Development and award up to the maximum allowable hours.
5. Approval of tenure committee for William Macpherson, Bernardo Feldman, Chair, Robert dos Remedios, Peer and Carmen Dominquez, Administrator

6. Three Program Viability Committee Reports for:
    - Biology (pg. 55) o Business (Pg. 57)
    - Non-credit Math (pg. 59)

G. **Announcements**

- Upcoming elections for spring are School Senators and Department Chairs. These are for Fall 2016-Spring 2018
- IEPI Workshop information: http://www3.canyons.edu/Offices/IEPI/workshops.html and http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx
- Area C meeting April 2 Ventura College
- Task Force on workforce, Job Creation and Strong Economy: http://www.cccconfer.org/GoToMeeting?SeriesID=a01d362c-6464-4a5d-ab385f7b4793265d
- Spring Plenary Session April 20-23, Sacramento Convention Center
- Career Technical Education Leadership Institute May 6-7, Double Tree Hilton – Anaheim
- Faculty Leadership Institute June 9 – 11, Mission Inn, Riverside
- Curriculum Institute July 7 – 9, Double Tree Hilton, Anaheim
- Academic Senate Retreat, August 25, 2016, 3:00 pm to 4:30 pm BONH 330 **H. Adjournment**

The next Senate meeting will take place on **April 21, 2016**.
As always everyone is welcomed. Comments from the public are encouraged for any item on the Agenda, but there may be a time limit for such comments

Summary of the Academic Senate Meeting March 10, 2016

Attendance:

Voting Members					
Senate President	Rebecca Eikey	X	SBS Senator	Victoria Leonard	X
Vice President	Teresa Ciardi	X	Business Senator	Bob Maxwell	X
Immediate Past President	VACANT		Learning Resources Senator	Ron Karlin	X
Curriculum Chair	Ann Lowe	X	At Large Senator	Diane Baker	A
Policy Review Chair	David Andrus	X	At Large Senator	Lee Hilliard	X
AT Senator	Regina Blasberg	X	At Large Senator	Deanna Riviera	X
MSHP Senators	Amy Shennum,	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop	X	At Large Senator	Valerie Malinoski	X
Student Services Senator	Garrett Hooper	A	Adjunct Senator	Kimberly Bonfiglio	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Thea Alvarado	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Noemi Beck-Wegner	X

Dr. Jerry Buckley	X		Guests
Lita Wangen	X		Diane Fiero, Lisa Hooper, Jason Burdgofer, Brian Weston, James Glapa-Grossklag, Benjamin Riviera, Cindy Stephens, Aivee Ortega, Collette Gibson, Sab Matsumoto, Audrey Green, Graciela Martinez
Amy Foote			
Dr. Michael Wilding			
ASG Representative, Andrew Gonzalez	X		

A. Routine Matters

1. Call to order: 3:00 p.m.
2. Approval of the Agenda: Motion Victoria Leonard, seconded David Andrus. Unanimous. Approved.
3. Approval of the Consent Calendar: Motion Ann Lowe, seconded, Philip Marcellin. Unanimous. Approved.
4. **<u>Academic Senate President's Report, Rebecca Eikey</u>**
   - ✓ At last night's board meeting voted a resolution for a bond measure to support campus infra-structure both at Valencia and Canyon Country Campus. There's interest in having the Academic Senate endorse the bond measure. As the Senate president Rebecca stated she does not sign for herself she signs for the Senate. Is that something that we would want to do to indorse the bond measure? The Senate said it should definitely be a discussion item. This will come back as a discussion soon.
   - ✓ AB 798/OER Resolution and approval of OER Plan. We need a resolution and a plan. Rebecca asked for volunteers to help with this. Kimberly Bonfiglio and Thea Alvarado volunteered.
   - ✓ Rebecca has been on the Portal Committee she gave an update. Mark Garcia is leading the discussion on adopting a portal. This would be the replacement My

Canyons. One portal the students would log into they could have access to registration, for their grades. Right now the committee has met and a lot of it is the focus on student services and what is it going to look like from the student's side. The discussion has been on the color will the screens be, how much information is going to be there and will it be easy to read. Rebecca is sharing from a faculty's perceptive of what needs to be there. If there is input you would like for Rebecca to take back to the committee on behalf of the faculty please let her know. Some suggestions to put on the new system would be FLEX hours, COCFA contract, have everything in one place.

- ✓ CTE Data unlocked. Those are on the agenda. This is a statewide change that they are trying to improve the access to the information. Audrey Green explained that the purpose of this training is to teach a team from the college Launch Board which takes all of the data from the colleges and is supposed to make it so that we can access it. Program leaders move across colleges and shows you a region of you who offers what programs, where students are enrolled across those programs.
- ✓ March 18th IAC discussion Department Issue and Department Chairs. Wendy Brill and Rebecca Eikey will be leading the discussion. Would like to discuss if we tore it all down and start over what would it look like? All faculty are invited.
- ✓ Academic Senate Procedures for FT Faculty Office Allocations. Should we think about changing our procedures? David has spoken with Michael Dermody and he wanted an update on what has been going. David gave him an update from our last meeting about the office situation. Michael is willing to take the lead on this and maybe start up another Ad Hoc committee of the Senate whether it is David and anyone else involved. He is willing to look at it again if the president would like him too. Victoria Leonard has spoken to her School and this was the hottest topic. This generated the most interest. It came down that the institution needs to build offices if they are going to hire faculty.

5. **Academic Senate Vice President's Report, Teresa Ciardi**

- ✓ Teresa reported on Ed Code regarding Professional Development. After looking this over she found section 87150-87154 that CTE should have professional development granted. The senators agreed that yes they should have professional development. It was suggested about roll over and due to apportionment it can only be used one year. There was a discussion and it was decided that this will come back as a discussion item.

B. Committee Report

1. Academic Senate Policy Flow Chart – David Andrus

David gave an update on the Policy Review Committee and what they are currently are doing. Every spring he reports back to the Senate. The members are David Andrus, Thea Alvarado, Chelley Maple, Rebecca Shepherd, Ann Lowe and Michael Sherry. He went over the flow chart attached to the agenda. The steps that are taken when policies are sent to the committee. David announced that he will longer be the policy review chair when the semester ends. He has asked several individuals and no has said they would like to be chair of the committee so he will send an email out and see if anyone is interested.

C. New Future Business D. Unfinished Business

1. Local Graduation Requirements
2. High Impact Practices – Principles of Excellence

3. Program Viability and Academic Department
4. Determine whether certain activities should be included as other duties as assigned or as Professional Development
5. Faculty Climate Survey

E. Discussion Items

1. Revisions of Online Teaching Requirements – James Glapa-Grossklag The question is do we think these are ready to take back to our schools for discussion. An outline was suggested to take back to schools. Could this be used as FLEX? Who would be tracking this? A suggestion was Professional Development. An FAQ was suggested and James said he would talk to the group. This will come back to the senate for discussion.
2. Consideration of Resolution on Nepotism and/or Ethical Hiring practices This was a very lengthy discussion with no resolution. Many ideas, thoughts were discussed. This discussion will be taken to the Schools for further discussion.
3. Senators Report:
    - **Minimum Qualifications Equivalencies for Interdisciplinary Studies from schools**:
      Humanities, Tracey Sherard – they do not like the MQ's. They are very displeased. No flexibility to hire because our discipline specific unique features.
      Math, Science and Health, Mike Sherry –
      Fine Arts, Wendy Brill – This school is fine with it
      Math, Science and Health, Rebecca Eikey – they want more
      Applied Health, Ann Lowe –
      CTE, Regina Blasberg – was not a hot topic no response
      Kinesiology, Philip Marcellin – this did not make to the agenda Social and Behavioral Sciences, Victoria Leonard – 1 person yes, 1 I don't care, 3 people did not feel the units were enough
    - **Diversity Requirement**
      Humanities, Tracey Sherard – this school does not like the requirement
      Fine Arts, Wendy Brill – no robust discussion
      CTE, Regina Blasberg – question why do we need it
      Math, Science & Health, Mike Sherry – question why do we need it
      Kinesiology, Philip Marcellin – N/A
      Social and Behavioral Sciences, Victoria Leonard – broaden it
      Business, Bob Maxwell – This school asked why do we need it
      Counseling, Graciela Martinez – if removed what is alternative
      Adjunct, Kimberly Bonfiglio – Maintain it if we can
    - **Institutional Learning Outcomes**: Tabled **F. Action Items**

1. Adjunct Senate Representative from election. **Approved**
2. Approval of discipline for Jason Burgdofer approved with HR's new paperwork for Jason. **Approved**
3. Honors Operating Procedures: **Approved**
4. BP 7221 and AP 7221: **Approved**
5. Ed Tech committee: **tabled**
6. OER Advisory Committee: **Approved.** G. **Announcements**: see the list attached

H. **Adjourned**: 4:50 p.m.

CURRICULUM COMMITTEE SUMMARY

March 17th, 2016 3:00 pm– 5:00 pm BONH-330

Items on "Consent" are recommended for approval as a result of a Technical Review meeting help on March 7th, 2016.

Members present: Backes, Patrick – Curriculum & Articulation Coordinator; Barnthouse, Erin – Learning Resources; Bates, Mary – Math, Sciences & and Health Professions; George, Tricia – Humanities; Green, Audrey – Co-Chair, Administrator; Hilliard, Lee – Applied Technologies; Hopper, Lisa – Co-Chair, Faculty; Hyatt, Rhonda – Kinesiology & Athletics; Lowe, Ann – Co-Chair, Faculty; Marenco, Anne – Social & Behavioral Sciences; Matsumoto, Saburo – Member at Large; Solomon, Diane – Student Services

Members absent: Adjunct Representative – Vacant; Brill, David – Visual & Performing Arts; Jacobson, Julie – Member at Large; Ruys, Jasmine – Director Admissions and Records; Stephens, Cindy – Member at Large

DELETED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
THEATR	188A	Solo Performance Writing	Course will no longer be offered.	S. Hinshaw	Fall 2016
THEATR	188B	Solo Performance	Course will no longer be offered.	S. Hinshaw	Fall 2016

MODIFIED COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
ADMJUS	185	Police – Community Relations	Revised description, **revised SLO,** revised objectives and content, updated textbook.	R. Brode	Fall 2016
CONST	108	Introduction to Construction Inspection and Codes	Revised description, **revised SLO's (2),** revised objectives and content, updated textbook. **Added DLA.**	R. Blasberg	Fall 2016
ECON	202	Microeconomics	**Revised SLO,** revised objectives and content, updated textbook.	G. Cruz	Fall 2016
ENGL	094	Introduction to Technical Reading and Writing	Revised description, **revised SLO,** revised objectives and content, updated textbooks.	J. Buriel	Fall 2016
MATH	060	Elementary Algebra	Revised description, **revised SLO,** revised objectives and content, updated textbooks.	S. Matsumoto	Fall 2016
SOCI	230	Sociology of Sexualities	Revised description, objectives and content, updated textbooks.	K. Coleman	Fall 2016
THEATR	110	Understanding Theatre	Revised description, objectives and content, updated textbooks.	S. Hinshaw	Fall 2016
THEATR	184A	Rehearsal/Performance (Musical Theatre): Ensemble	**Changed title (formerly "Musical Theatre Rehearsal and Performance I). Revised SLO's (2),** revised objectives and content.	P. Wickline/S. Hinshaw	Fall 2016
THEATR	184B	Rehearsal/Performance (Musical Theatre): Supporting Role	**Changed number & title (formerly THEATR-190B "Classical Theatre Production).** Revised description, **revised SLO's (2),** revised objectives and content, updated textbook.	P. Wickline/S. Hinshaw	Fall 2016
THEATR	184C	Rehearsal/Performance (Musical Theatre): Principal Role	**Changed number & title (formerly THEATR-193 "Summer Theatre Workshop).** Revised description, **revised SLO's (2),** revised objectives and content, updated textbook.	P. Wickline/S. Hinshaw	Fall 2016
WELD	080	Non-Destructive Testing	**Revised SLO,** revised objectives, updated textbook.	T. Reber	Fall 2016
WELD	096	Welding Certification and License Preparation	Revised description, **revised SLO,** revised objectives and content, updated textbook. **Changed recommended preparation of WELD-124 to WELD-120.**	T. Reber	Fall 2016

NEW INSTRUCTIONAL SERVICE AGREEMENT COURSES on consent:

Subject	#	Title	Description of action	Author	Effective
~~LEPD~~	~~051~~	~~Public Safety Dispatcher Basic~~	~~6 units, 102 hours lecture, 18 hours lab, pass/not pass only, new SLO's (2), new POST prerequisite.~~	~~A. Green~~	~~Fall 2016~~
LEPD	071	Radar Laser Operator School	0.15 units, 8 hours lab, pass/not pass only, **new SLO**, **new POST prerequisite.**	A. Green	Fall 2016
LEPD	082	Firearms Semi-Automatic Pistol 1911	0.50 units, 10 hours lecture, 20 hours lab, pass/not pass only, **new SLO's (2)**, **new POST prerequisite.**	A. Green	Fall 2016
LEPD	098	Aircrew Course	2 units, 20 hours lecture, pass/not pass only, **new SLO**, **new POST prerequisite.**	A. Green	Fall 2016
LEPD	118	Basic Course – Module II	8.5 units, 150 hours lecture, 40 hours lab, pass/not pass only, **new SLO's (6)**, **new POST prerequisite.**	A. Green	Fall 2016

-Motion to approve all Consent Calendar Items on the March 17th, 2016 Curriculum Committee Agenda; Motion by Anne Marenco, second by Mary Bates. All in favor: Unanimous.

NEW COURSES-DISCUSSION OF NEED:

Subject	#	Title	Description of action	Author	Effective
CULARTS	138	ICuE Café Production II	4 units, 36 hours lecture, 108 hours lab, **new SLO's (2)**, **new prerequisite of CULARTS-132.**	C. Schwanke	TBD
THEATR	182C	Rehearsal/Performance (Comedy): Principal	1.50 – 4.00 units, 18 hours lecture, 27 – 162 hours lab, **new SLO's (2)**, **new Audition prerequisite.**	S. Hinshaw	TBD

-Motion to adopt the need for CULARTS-138 new course proposal: Motion by Erin Barnthouse, second by Mary Bates. All in favor: Unanimous.
-Motion to adopt the need for THEATR-182C new course proposal: Motion by Lisa Hooper, second by Anne Marenco. All in favor: Unanimous.

NEW/MODIFIED PREREQUISITES:

Title	#	Title	Suggested Enrollment Limitation	Author
~~LEPD~~	~~051~~	~~Public Safety Dispatcher Basic~~	~~New POST prerequisite.~~	~~A. Green~~
LEPD	071	Radar Laser Operator School	New POST prerequisite. – **Approved.**	A. Green
LEPD	082	Firearms Semi-Automatic Pistol 1911	New POST prerequisite. – **Approved.**	A. Green
LEPD	098	Aircrew Course	New POST prerequisite. – **Approved.**	A. Green
LEPD	118	Basic Course – Module II	New POST prerequisite. – **Approved.**	A. Green
WELD	096	Welding Certification and License Preparation	Changed recommended preparation of WELD-124 to WELD-120. – **Approved.**	T. Reber

NEW DISTANCE LEARNING ADDENDUMS:

Title	#	Title	TYPE OF DELIVERY	Author
CONST	108	Introduction to Construction Inspection and Codes	100% Online, Online/Hybrid. – **Approved.**	R. Blasberg

Discussion Items:

1. Adjunct instructor access to CurricUNET. A motion was made by Anne Marenco to grant access to adjunct curricular and assessment coordinators by Anne Marenco, second by Erin Barnthouse. All in favor – Unanimous.
NOTE: As this item has a direct impact on the CASL Committee, the Curriculum Committee chair(s) will consult with them about this matter and report back to the Curriculum Committee. No access will be granted until the two committees come to mutual agreement.

2. Advertising non-existent programs. The curriculum committee reviewed the projects for the proposed bond measure and noted four of the programs listed have not yet gone through the program viability or the curriculum approval process. The four programs noted are Advanced Manufacturing/Fabrication, Construction Technology, Cybersecurity, and Health Informatics.

New Courses Includes ISA's	4	Modified Non Credit Courses	-0-	Modified Prerequisites	1
New Programs	-0-	New DLA's	1	Deleted Courses	2
Modified Courses	12	New SLO's	10	Deleted Programs	-0-
Modified Programs	-0-	Modified SLO's	13	Proposals Reviewed in Technical Review Session	15
New Non Credit Courses	-0-	New Prerequisites	4	Proposals Returned from Technical Review Session	4

SYLLABUS PROJECT

Task: Create syllabi and a system of storage that allows the college to meet accreditation standards.

Standard

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.5 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning out- comes. In every class section students receive a course syllabus http://www.accjc.org/wp-content/uploads/2015/01/Accreditation_Standards_Adopted_June_2014_Annotated_with_Policies_and_Regulations_Dec_18_2014.pdf

Actionable Improvement Plan to Address Deficiencies in the Standard:

In order to ensure that every student receives clear and accurate information with specific learning outcomes, consistent with the College's officially approved course outline of records, the College will implement a system for reviewing and storing accurate syllabi for every class.

Purpose of the syllabus: The syllabus is a description and plan for a course and should facilitate student learning.

The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both student and instructors in the learning and assessment process.

Habanek DV. An examination of the integrity of the syllabus. Col Teach. 2005;53:62–4.

There are a number of common elements found in syllabi, which provide a learning framework for students. The committee is working on recommendations for the Senate to discuss

Important considerations:

- Tone: use the syllabus to help create the learning environment.
- Language: accessible and inclusive

Refresh Recommendations for Online Instructor Qualifications
Submitted to and endorsed by the Ed Tech Committee on May 27, 2015

Ed Tech Online Instructor Qualifications Sub-committee:
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,
Regina Blasberg, Katie Coleman, Diane Solomon

Background

The 2014 ACCJC external evaluation team made the following recommendation:
Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub-committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

Outline

Current Modules	New Modules	Notes
	0. Technology baseline (self-paced, online)	Basic computer skills: network access, attachments, saving documents, etc.
1. LMS 1, 2, 3 (6 hours)	1. LMS 1, 2 (4 hours)	
2. Introduction to Online Teaching and Learning (ITL 106)	2. Introduction to Online Instruction (CETL)	
3. Section 508 accessibility	3. Section 508 accessibility	Project based: format a document, caption a video add alt tags to images, etc.
	(Above training recommended for all LMS users; required for hybrid and online instructors)	

	4. Certificate Renewal every 3 years (~2 hour self-paced, online)	Updates on: -Technology -New legal & accreditation requirements -Best practices -Reminders

12. If I've taken the training here, will you accept an outside equivalent for the renewal process?
    No substitution should be accepted for the renewal process.
13. When will all this start? If adopted, the new training should be in place within a year. Currently certified instructors should renew every 3 years.
14. The sub-committee recommends that:
    a) Online instructors should be evaluated in their online courses periodically in accordance with established procedures in collective bargaining agreements.
    b) Training should be free to participants.
    c) Full-time Faculty and Adjunct Faculty should follow the same cycle.

FAQs

1. What changes are being proposed?
    a) Add a "technology baseline" assessment, to ensure that people who want to teach online know how to save files, send attachments, log in, etc. This will be online and self-paced.
    b) Make the Section 508 training project-based. In addition to learning about accessibility, actually add alt tags to an image or use styles to format a class document.
    c) Add a renewal requirement every 3 years to learn about new regulations and technology. This will be online and self-paced.
2. Will there be an easy place to find all this training information?
    Yes, Distance Learning will maintain a website with current training information.
3. Will I get FLEX credit for all of this?
    This sub-committee recommends that FLEX credit be provided.
4. Will I earn a certificate for completing the workshops?
    Yes, you will earn a certificate upon completing the training, which will be project-based and involve creating a class syllabus or course modules, for example.
5. Who will keep track of all this?
    This sub-committee recommends Professional Development do so.
6. Who will decide what should be covered in the basic computer skills assessment?
    Faculty and staff who have trained instructors, and seen the challenges that arise, have compiled a list of recommended topics: Mindy Albee, Anne Marenco, Thea Alvarado, and Katie Coleman.
7. Who will create the online basic computer skills assessment? IT will be asked to do so.
8. If I'm brand-new to the College, and I've taken training elsewhere, do I need to take this training?
    Yes. Participating in the College's training ensures that you are aware of the practices and policies in place here.
9. If I've been working here for a while and I've already taken equivalent training elsewhere, do I need to take this training?
    No, but you will need to complete the renewal process every 3 years.
10. If I've been working here for a while can I take equivalent training somewhere else?
    Yes, subject to review by your department chair and the Director of Distance Learning.
11. If I've taken the training here, do I have to go back and take the technology baseline assessment?
    No, but you will need to complete the renewal process every 3 years.

x 11.00 in

Professional Development

A. Education Code Section 87150-87154

Ed Code The **<u>authorized uses</u>** of funds allocated under this article shall include all of the following:	**Other activities that may be Professional Development**	**Notes**
a) Improvement of Teaching	Curriculum Development *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider* *Conference attendance* *Independent/individual project* *Collaboration project*	Could it be argued that curriculum development leads to improvement of teaching since development of curriculun can be tied to student success? Activities that CETL is developing
b) Maintenance of current academic knowledge and skills	Department meetings Discipline-specific activities and training *Conference attendance* *Independent/individual project* *Collaboration project*	We share current knowledge an skills with each other in these meetings.
In-service training for vocational education and employment preparation programs	CTE Advisory Board Nursing on-site training at hospitals Curriculum Development *Collaboration project* *Training by an external provider*	What are other examples of inservice training?
Retraining to meet institutional needs	Department meetings Analysis of SLO Data/Scorecard /CTE Data Unlocked *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider*	"Closing the Loop" type of activities and using Data to identify areas of institutional improvement?

e) Intersegmental exchange programs	*An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider* *Collaboration project*	Shared activities among California State University, University of California, K-12 the California Community Colleges. Participating in the Doing What Matters Imitative?
f) Development of innovations in instructional and administrative techniques and program effectiveness	Participation in budget development and program review Department meetings Writing of grant proposals and research projects College related community activities and projects Participation in LEAP Shared governance activities *Conference attendance* *Independent/individual project* *Collaboration project* *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider Outreach*	Analysis of program trends and identifying ways to improve program effectiveness and innovation occurs during the participation of budget development and program review. These conversations occur in Department Meetings SLO development (innovative assessments) are part of this process Participation as student club advisor in club activities & as special faculty advisor on studen projects often leads to innovations in instructional techniques and is supportive of program effectiveness. These all would seem to support innovations in instructional techniques
g) Computer and technological proficiency programs	Training to use any computer or web-based program *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider* *Conference attendance* *Independent/individual project* *Collaboration project*	Canvas @One training; Blackboard

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h) Courses and training implementing affirmative action and upward mobility programs	*Conference attendance* *Independent/individual project* *Collaboration project*	LEAP?
i) Other activities determine to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not limited to, programs designed to develop self-esteem	Sponsorship and support of student activities *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule) Training by an external provider* *Conference attendance* *Independent/individual project* *Collaboration project*	Club Advisor?

B. California Code of Regulations (Title V) Section 55724(a)(4)

Title V 55724(a)(4) The activities which college personnel will be engaged in during their designated staff, student and instructional improvement days. Activities for college personnel may also include, but need not be limited to, the following:	**Other activities that may be Professional Development**	**Notes**
(A) Course instruction and evaluation	Evaluation of faculty *Collaboration* *Independent FLEX Projects* *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule)* *Conferences*	Why is there a limit of 6 hours for Peer Evaluation?
(B) Staff development, inservice training and instruction improvement	CTE Advisory Board Nursing on-site training at hospitals Department meetings	

	Collaboration *Independent FLEX Projects* *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule)*	
(C) Program and course curriculum or learning resource development and evaluation	Curriculum development Participation in budget development and program review Department meetings Analysis of SLO Data/Scorecard /CTE Data Unlocked *Collaboration* *Independent FLEX Projects* *An on-campus workshop or presentation (that has not already been included in the Professional Development Schedule)*	SLO process? Program Review? "Closing the Loop" type of activities and using Data to identify areas of institutional improvement?
(D) Student personnel services		Student service learning? Such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity? Training tutors?
(E) Learning resource services		Student service learning? Such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity?
(F) Related activities, such as student advising, guidance,	Sponsorship and support of student activities	Club Advising

orientation, matriculation services, and student, faculty, and staff diversity	Recruitment and high school relations	
(G) Department or division meetings, conferences and workshops, and instructional research	Department meetings *Conferences* *Collaboration*	According to Title V, division and department meetings should count
(H) Other duties as assigned by the district		
(I) The necessary supporting activities for the above		

Example of Professional Development connected to Ed Code by Contra Costa College:

Definitions (and examples) for the Nine (9) Authorized Uses

(as prescribed in Section 87153 of the *Education Code*)

1. **Improvement of Teaching**: activities designed to change instructional processes so that increased student learning is effected.

Examples: (a) Instructional development grants or fellowships awarded on a competitive basis that encourage instructors to build objectives, media, or measures that promote positive student outcomes; (b) Seminars in instructional leadership for instructional administrators. *Activities:* Instructional Skills Workshops, Great Teachers Seminars, Classroom-Based Research Projects.

2. **Maintenance of Current Academic and Technical Knowledge and Skills:** activities that assist instructors in sustaining knowledge pertinent to their teaching specialties.

Examples: (a) Tuition reimbursement for university study; (b) Workshops in skill development for laboratory assistants, paraprofessional aides, and other classified personnel. *Activities:* Curriculum development, discipline-based activities

3. **In-Service Training for Vocational Education and Employment Preparation Programs:** activities to facilitate curricular and instructional revisions in occupational education

Examples: (a) Workshops conducted jointly for employers & occupational program staff members; (b) Faculty training at employer sites & on-campus workshops for community economic development

Activities: Vocational Education, curriculum development, exchange programs between business/industry and the college

4. **Retraining to Meet Changing Institutional Needs:** activities that promote staff awareness of evolving clientele preferences and program possibilities.

Examples:(a) Training to assist classified staff members in understanding how to accommodate students from different cultural backgrounds; (b) Tuition reimbursement for courses to assist administrators in preparing for newly emerging needs. *Activities:* Staff Development Training, Academic Senate, ISW Facilitator Training, Classroom-Based Research Training.

5. **Intersegmental Exchange Programs:** activities that link staff members with their counterparts in secondary schools, universities and the Chancellor's Office.

Examples: (a) Staff exchanges that promote curriculum articulation between high school & college & between college & university; (b) Classified staff exchanges that assist in the development of compatible Admissions and Records systems *Activities:* Intersegmental Coordinating Council, any cluster activities and/or projects with shared activities among California State University, University of California, K-12 and the California Community Colleges.

6. **Development of Innovations in Instructional and Administrative Techniques and Program Effectiveness:** activities designed to stimulate staff in assessing outcomes of courses and programs.

Examples: Seminars to prepare employees to design student and program measures; (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information *Activities:* Shared governance activities, Educational Leadership Colloquia, Total Quality Management.

7. **Computer and Technological Proficiency Program:** activities to build staff usage of computers and other technologies.

Examples: (a) Training by computer & media staff members especially for employee needs; (b) Sessions that demonstrate how computer systems can be designed so that users have more rapid access to pertinent information. *Activities:* Computer classes or workshops, interactive media workshops or seminars

8. **Courses and Training Implementing Affirmative Action and Upward Mobility Programs:** activities that assist women and minority group staff members in changing their occupational status within the instruction.

Examples: (a) Reassigned time or grants to enable minority classified staff members to pursue training opportunities for upward mobility; (b) Tuition reimbursement for minority administrators to gain graduate credits.

Activities: Latina Leadership Network Conference, Asian-Pacific Americans in Higher Education Annual Conference, Black Women's Leadership Conference, Asilomar Women's Leadership Skills Seminar, Classified Staff Career Development

9. **Other activities determined to be related to educational & professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including but not necessarily limited to, programs designed to develop self-esteem:** activities designed to assist staff members in gaining awareness of their own professional possibilities and potential.

   Examples: (a) Funds for travel to conferences and professional meetings; (b) Training that assists classified staff members to become aware of their own potential for personal growth *Activities:* Professionalism, ethics, safety, CPR, Wellness

BP 6750 Vehicles, Parking and Traffic

References:

Education Code Section 76360;

Vehicle Code Section 21113

Note: This policy is legally required.

The CEO shall establish such administrative procedures regarding vehicles, parking, and all forms of traffic within the District as are necessary for the orderly operation of the instructional program. No person shall operate any transportation device or leave any transportation device unattended in the District except in accordance with such procedures.

Parking fees may be established in accordance with these board policies. (See BP 5030 titled Fees.)

See Administrative Procedures 6750

This policy and the associated procedure should be reviewed no later than 2021.

Adopted:

AP 6750 Vehicles, Parking, and Traffic

References:

Education Code Section 76360

Vehicle Code Section 21113

Introduction

The District supports the use of non-fossil fuel powered forms of transportation by students, faculty and staff for traveling to the campus. Human powered vehicles have benefit to individual health and (when replacing cars) reduce vehicle emissions that are harmful to human health and reduce emission of greenhouse gasses to the atmosphere.

The facilities in the District are used by a variety of people using various means of transportation (pedestrians, cyclists, boarders, cars, etc.). To ensure the safety of all (including those with special needs), all forms of transportation must follow these procedures.

These procedures are intended to promote safe and orderly movement of traffic within District property, and for the safe and orderly use and parking of all forms of vehicles (including but not limited to bicycles, skateboards, roller skis, scooters, hover boards (with or without wheels), inline skates, roller skates, Segways, gravity boards, and all powered forms of any transportation device listed or not listed above

Traffic

All vehicle

Pedestrians always have the right of way.

No person shall operate a bicycle, or other form of transportation as listed above, in excess of 5 mph while on District property.

No person shall operate an automobile in excess of 15 mph while on District property.

Bicycles and motorized bicycles shall not be operated on pedestrian walkways or in buildings.

Motorcycles are not permitted to drive in any area that motor vehicles are prohibited from entering except designated motorcycle parking areas. Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus, but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.

Skateboards, roller skates, and similar personal wheeled and non-wheeled conveyances shall be prohibited throughout the campus, including streets, paths, grounds, and buildings.

Riding bicycles and similar personal conveyances shall only be operated on curbed streets and vehicular thoroughfares. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas.

Motorized and non-motorized carts, trucks, or dollies must be approved for operation on campus and only officially permitted motor vehicles shall be operated in areas other than designated bicycle lanes.

Walking and swimming is the only form of transportation permitted inside buildings.

Specific procedures for the operation of Bicycles:

- Ride in the street with the flow of traffic
- No riding on sidewalks
- Obey traffic signs
- Don’t dart between parked cars

- Dismount if there is pedestrian congestion
- Be cautious

Parking

Parking of motor vehicles and other transportation devices is limited to specially designated areas.

Permits are required except in 30-minute visitor spaces. Spaces for disabled students, staff, visitors are available. Individuals parking in those spaces must display a DMV issued valid permit for disabled parking spaces.

Parking fees are required for non-visitor spaces during regular College hours. Exceptions may be made for posted special events.

Students must display a valid parking permit in student spaces.

Staff must display a valid parking permit in staff spaces.

Vehicles parked in violation of the provisions of this code are subject to District disciplinary action, fines, towing, or impoundment.

All bicycles on campus must be parked in a bicycle rack.

Bicycles may not be secured to fire hydrants, trees, parking signs, fences, stairwells, ramps (handicap and/or other), or in the egress path of any building. Bicycles may not be stored in buildings.

Skateboards, and other devices under three feet in length, may be taken into buildings. Such devices may never be operated within the building.

At the conclusion of each academic semester, all bicycles left on exterior bicycle racks will be removed and donated after 30 days.

Any Campus Safety officer or designated employee authorized by the District may move, relocate or impound any bicycle which is

- Blocking or otherwise impeding normal entrance to or exit from any college building.
- Blocking or otherwise impeding either vehicular or pedestrian traffic on any street, highway, parking lot, parking space, parking lot access, walkway, footpath, building exit, stairwell, or sidewalk.
- Parked or stored in such a condition as to be considered abandoned.

Committee

The District Parking Committee shall meet at least once per year, or more often as needed.

Members of the Committee shall be: 2 students, 2 faculty members, 2 classified staff members, 2 administrators, the Director of Campus Safety.

The Committee shall be chaired by the Vice President of Student Services.

The Committee shall:

- Make recommendations regarding changes to this procedure

- Make recommendations regarding changes to parking fees
- Make recommendations regarding parking space utilization and the distribution of student and staff spaces
- Consider and make recommendations on all other parking related matters.

Discipline / Fines

Campus Safety staff are the primary source of enforcement.

Excessive and/or willful violators of the policy will be engaged in the District discipline process.

Violators may be fined per Board Policy 5530.

Disciplinary due process for students follows Board Policies 5529, 5530, and 5531.

Staff and students are encouraged to inform those who are violating the policy of the policy.

Fees

Parking fees are established by the Board of Trustees.

Prior to making changes to the fee or fine structure the Board will receive a recommendation from the CEO.

Exceptions

Prohibitions on wheeled and non-wheeled vehicles shall not apply to non-ambulatory persons (for example those using wheelchairs) or to children in carriages or strollers.

Miscellaneous

The District, at principal entrances and access points, shall post appropriate signs relevant to these procedures on campus.

All persons who enter on the college are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions.

In accordance with California Vehicle Code Section 21113a, it shall be a misdemeanor for any person to do any act forbidden or fail to perform any act required in these procedures.

BP 5533. STUDENT GRADES OR GRADING REVIEW POLICY

5533.1 Introduction

California Education Code Section 76224, quoted below, states the conditions upon which grades or grading may be questioned.

"When grades are given for any courses of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

Students may ask that final course grades be reviewed under the guidelines stated in this policy.

5533.2 Conditions under which final grades may be reviewed

A. The course grade to be reviewed must be an evaluative grade as defined in Santa Clarita Community College District Policy ~~**508**~~ **5900**.

B. Final grade review must be requested by the student in writing, using the appropriate College form, within 180 calendar days from the posting of the final grade.

   1. Students may petition to the Chief Student Services Officer for an extension of this time limit. Petitions must be based on upon extenuating circumstances as defined in ~~Ed. Code~~ **Title 5 Section 55045(B), and be received within 180 calendar days from the posting of the final grade.**

C. Grades may only be reviewed within the following context:

   1. Mistake - defined for the purposes of this policy as an error in calculation, or an error in marking the roll book relevant to grades, or attendance. Additionally, mistakes may occur when physically assigning grades or when grades are scanned into the computer system.
   2. Bad Faith - defined for the purpose of this policy as disregarding or changing the basis of assigning grades after publication in the course syllabus or using a system of grading other than that found in the syllabus without prior notification to the students.
   3. Fraud - for the purpose of this policy may exist when a grade is based upon some sort of dishonest activity, for example, selling grades or asking students to perform non-relevant activity in exchange for grades.
   4. Incompetency - defined for the purpose of this policy as, but not limited to, an instructor who is not able to judge a student's performance in the class. A student may claim incompetency when he or she feels the instructor has an impaired ability (due to accident or illness) to adequately judge the student's performance.

D. Students possess evidence that the final grade was determined based upon one of the criteria in **5**533.2.C above.

5533.3 Review Procedure

5533.3.A Step I

A student who believes the final grade received was due to mistake, fraud, bad faith, or incompetency shall meet with the faculty member in an attempt to resolve his/her concern.

5533.3.B Step II Hearing

In the event Step I fails to resolve the concern, the student shall meet with the faculty member, the appropriate division dean, and/or the department chair (as determined by the division dean).

1. During this meeting the student must produce a preponderance of evidence that the final grade was determined based upon one of the criteria in 533.2 above.
2. Student may be accompanied by representation at the student's expense.
3. The division dean shall produce a written decision on the matter within fourteen (14) calendar days. Copies of the decision will be forwarded to the student and the faculty member in question.

5533.3.C Step III Appeal

In the event Step II fails to resolve the concern, the matter may be appealed to the Grade Review Committee (GRC).

1. The GRC shall be comprised of the following:
    a. The chief student services officer, or designee, who shall serve as chair,
    b. The chief instructional officer or designee,
    c. The Associated Student Government President or designee,
    d. Two faculty members (not associated with the matter) appointed by the Academic Senate President.
2. The GRC may do the following:
    a. Hear testimony relevant to the matter,
    b. Review the findings of the division dean, **faculty member (if available), and department chair.**
    c. Review course work and other relevant materials, and
    d. Conduct its own review.
3. The GRC will render a written opinion on the matter within fourteen (14) calendar days of concluding its process. Copies of the opinion will be forwarded to the student and the faculty member in question.
4. **In the event the student fails to attend the hearing, the GRC will consider the matter closed. The original grade issued by the instructor will remain as the final grade.**
5. The decision of the GRC to not change the grade will be final.
6. In the event the GRC recommends a change of grade, and the faculty member disagrees, the decision will be forwarded to the Board of Trustees for reviews and disposition.

BP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference:
Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ~~ACCJC Standards.~~

Pursuant to Title 5, Section 51022(a), the governing board shall adopt and carry out its policies for the initiation, modification, or discontinuance of courses or programs. Santa Clarita Community College District is committed to supporting programs that fulfill its Mission and Institutional Learning Outcomes for students. Because program initiation, modification and discontinuance is a curricular, student success and educational issue, it must follow a careful and extensive review of the program's status in relation to the overall educational mission of the District.

A program is defined as an organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g., completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this policy "Program" shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of ~~Instruction~~ **Academic Affairs** that support a common ~~set of outcomes~~.

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023 and are not covered by Board Policy 4021 and Administrative Procedure 4021.

(b) The establishment and existence of a designated program review within the District's integrated institutional planning system does not by default confer the focus and object of that review to be a "program" if it has not met the requirements and standards of Administrative Procedure 4021.

Program Initiation – is the institution or adoption of a new program as defined by this policy.

(a) All newly initiated programs shall be considered "pilot programs" as detailed in Administrative Procedure 4021.

Program Modification – Program modifications shall be categorized in the following two manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

~~(1) Merging/Splitting/Departments and Programs – all modifications that propose to merge, or split existing departments or existing programs shall be governed by Administrative Procedure 7410 and not this Board policy or Administrative Procedure 4021.~~

(b) Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Adjustment or Program Discontinuance.

Program Discontinuance – is the termination of an existing program, discipline, or department.

Program discontinuance shall not be driven merely by budgetary considerations. Low or declining enrollment or other degenerating measurements that are due primarily to budgetary reasons will not by itself justify program discontinuance.

Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.

Program discontinuance is an issue of both academic and professional concern for the Academic Senate. It is also a matter of collective bargaining in so far as the policy impacts employment or other negotiated work conditions. Above all, it affects students' ability to achieve their educational goals. Therefore, program discontinuance requires participation of members from all segments of the educational community of the District, including students in particular. It must be supported by a thoughtful process of vital academic considerations and a careful analysis of a range of data about the program in question and the impact on the educational mission of the District.

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject. The process for program, discontinuance mandated or otherwise, is set forth in Administrative Procedure 4021. If discontinuance of a program or course is determined, implementation of the discontinuance must occur in a timely manner, per Administrative Procedure 4021.

College districts are also required by regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs. Additionally, Education Code §78015(a)(1) and 78016(a) stipulates that every vocational and occupational program shall meet certain labor market requirements prior to initiation and every two years thereafter to ensure its necessity. Any job market study of a particular labor market must meet professional industry standards by utilizing accepted methodology of data gathering and analysis.

See Administrative Procedure 4021

Approved 10/24/2013 by the Academic Senate

This Policy and the accompanying AP 4021 were previously identified as BP and AP 4400 as originally Approved 04/11/12.

29 AP 4021 Program Viability – *Initiation, Modification and Discontinuance*

Reference:Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130; ASCCC "Program Discontinuance: A Faculty Perspective"; ACCJC Standards.

I. DEFINITIONS

A. Program: An organized sequence of courses, or a single course, leading to a defined objective, a degree, certificate, diploma, license, or transfer to another institution of higher education (CCR Title 5, Section 55000). (e.g. completing a program of study leading to a certificate in Computer Maintenance Technology, an AS degree in Business, or transfer). For purposes of this procedure "Program" shall also be understood to mean ~~any academic department as well as~~ any thematic cluster of courses within the purview of the Office of ~~Instruction~~ **Academic Affairs** that support a common ~~set of outcomes~~ **outcome**.

1. Academic Department – "academic department" hereinafter referred to as "department", is an organizational structure composed of one or more related disciplines. Academic Departments are governed exclusively by Administrative Procedure 4023 and are not covered by Board Policy 4021 and Administrative Procedure 4021.

2. The establishment and existence of a designated program review within the District's integrated institutional planning system does not by default confer the focus and object of that review to be a "program" if it has not met the requirements and standards of Administrative Procedure 4021.

B. Program Initiation – is the institution or adoption of a new program as defined by this policy.

C. Program Modification – Program modifications shall be categorized in the following two manners:

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of current faculty workload; academic outcomes and process; student outcomes; new curriculum or current curriculum; articulated coursework required for certificate, degree or transfer; or students' ability to achieve their educational goals in a reasonable amount of time. A "Substantial Modification" must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

2. Nominal Modifications – are non-substantial modifications determined to be normal customary revisions, scheduled or otherwise, that exist and are managed via the existing curriculum review process administered by the Curriculum Committee, a sub-committee of the Academic Senate. Such revisions are generally for the purpose of maintaining currency and, or legally mandated changes. This category of program modification shall be determined "nominal" in its effect and institutional impact and thus fall outside the purview and requirement of Administrative Procedure 4021. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer the proposing party to Administrative Procedure 4021 for action.

D. Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program Modification or Program Discontinuance.

E. Program Discontinuance –is the termination of an existing program, discipline, or department.

F. De Facto Discontinuance: is the unofficial discontinuance of a program in circumvention of this administrative procedure, intended or unintended, that results from the reduction of course sections within that program or from any other institutional or administrative action; thereby rendering program implementation and completion impossible or improbable.

G. Committee: ~~When Program Viability Review is initiated,~~ the Academic Senate will form ~~an ad hoc~~ a **standing** Program Viability Committee whose membership is ~~outlined~~ **listed** in Section IV of this procedure.

H. Intervention: a recommended action to remedy identified program shortcomings.

I. Determination Process: refers to the sequential process of Section III through V of this Administrative Procedure.

II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

Program initiation, modification and discontinuance proposals, and De Facto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), ~~Division~~ **School** Dean, Department Chair, or Academic Program Director. He/she will consult with ~~Division~~ **School** Dean and Chair of the affected department and any other potentially affected department or faculty. He/she will provide and include data and information as specified in Section III of this procedure to demonstrate the need for program initiation, modification or discontinuance. The completed proposal is submitted to the Academic Senate President along with supporting documents.

Pursuant to BP 7215, whereby the Board of Trustees relies primarily on the advice of the Academic Senate in academic and professional matters, the Academic Senate shall have a

fundamental and integral role in any discussion of program initiation, modification or discontinuance.

"Nominal Modifications" as defined in Section 4021.3(b) of Board Policy 4021 and Section I(C) of this Administrative Procedure, shall be proposed via the Curriculum Committee. The Curriculum Committee may elect to deny a review of proposed modifications it deems "substantial" and refer proposing party to Administrative Procedure 4021 for action.

III. PROPOSAL GUIDELINES

To ensure proper planning and advanced notice, the Program Viability Committee will notify the campus every spring semester of the timeline and procedural deadlines for submitting proposals during the fall semester. Program initiation, modification and discontinuance proposals shall be submitted to the Academic Senate President no later than the ~~sixth~~ **eighth** week of the fall semester.[1] Proposals received after the ~~sixth~~ **eighth** week of the Fall semester, or during the Spring semester, **will be advanced but with no intent of program implementation by the start of the next academic year.** ~~only if there exists necessary and compelling reasons to do so in the judgment of the Academic Senate~~. ~~Proposals submitted after the sixth week must complete the determination process in the same prescribed manner as timely proposal submissions .~~ **The Committee will accept no more than 6 proposals per academic year. The Committee reserves the right to exceed the maximum number of proposals if in its judgment the additional proposals are nominal in their workload and institutional impact. Prioritization of proposals will be determined by the Committee in accordance with its committee operating procedures.**

The initial proposal shall include, but is not limited to, the itemized quantitative **and qualitative** evidence listed below. Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program. Special attention must also be given to the impact a program initiation or modification has on existing programs, support services, staff, curriculum committee, curriculum cycle and development, and overall college functions.[1] The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. ~~The~~

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[1]Proposals to **initiate, modify or** discontinue **intended to have program implementation by the start of the next academic year**, may be initiated only in the Fall semester due to the extended time requirement necessary for completion of the determination process (Sections III through V of AP 4021). The size and diversity of the Program Viability committee, coupled with the need for sufficient review and discernment of the proposal by the Academic Senate and Administration demands the process extend into the following Spring semester. Furthermore, completion of the determination process by the end of the academic year is mandated by potential changes to Senate membership and Program Viability Committee composition. Section VI, Implementation, does not need to be completed within the same academic year as the determination process.

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1 Grant funded staffing positions must be presented to the Academic Staffing Committee for long term staffing considerations and planning. The intent of such is to ensure equitable planning. The concern is that commonly funded non-grant positions could be adversely affected by positions initially grant funded but subsequently requiring funding from the traditional College budget. **If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan institutionalizing the position after the grant funding ends.**

~~emphasis on quantitative data in the initial proposal serves to establish a baseline of substantiation for advancing the proposed initiation, modification or discontinuance to the next procedural level.~~ **Proposals advocating the establishment of a program supported by grant funding, even in cases where the District has already obtained the grant, shall not be deemed approved, established or initiated by default. Such proposals must also meet the evidentiary scrutiny established by this administrative procedure to obtain approval.**[2]

A. Quantitative Evidence

1. The quantitative evidence may include, but is not limited to **the following inquiries:** ***(Criteria may differ based on the nature of the proposal. Not all inquiries below will necessarily be required.)***

a. **What are the** enrollment trends over the past five years **and how are they favorable to the acceptance of the proposal?**
b. **What is** the projected demand for the program in the future, **and how does that demand support acceptance of the proposal?**
c. **What is, or will be, the** frequency of course section offerings and**/or** rationale as to their reduction, if applicable?
d. **What is** the term to term persistence of students **within the existing program, or proposed program.**
e. **What are the** student success and program completion rates, **and how are they favorable to the acceptance of the proposal?**
f. **What is** the current or projected student completion rate, **and how is that rate favorable to the acceptance of the proposal?**
g. **Does the** productivity in terms of WSCH per FTE ratios **favor acceptance of the proposal? If so, how?**
h. **What are, and how do,** the Success rate of students passing state and national licensing exams **support the proposal?**
i.~~Enrollment trends over a sustained period of time~~
j **i. What~~t~~ data extracted from** Program Review supports this proposal? **And how?**
~~k~~ **j. Does any** data from a CTE Advisory Committee support this proposal? **If so, how?** l **k. Does~~s~~ the** Regional Labor Data support this proposal? **If so, how?**
~~m.~~ **l. Will there be** an adverse student impact resulting from discontinuance **or proposal?** ~~n~~ **m.** Implementation timeline for resulting new courses.

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[2] **Most grant funded programs are no different than any other program proposals placing increased pressure and demand on campus services and resources having unforeseen consequences on existing disciplines and support services. The program viability committee must scrutinize campus instructional and support services to determine if they can absorb and support the grant funded program without significantly diminishing the effectiveness of existing services and detrimentally increasing workload.**

~~n.~~ **The proposal shall substantiate adherence to standards of equity established by the State Chancellor's Office.**

B. Qualitative Evidence ***(Copied and moved from Section IV(C) of this procedure.)***

Factors to be considered may include, but are not limited to:

1. Contemporary analysis of the relevance of a discipline.
2. Current college curriculum ~~and~~ offerings as they relate to the academic mission of the college.
3. The effect of program **initiation, modification or** discontinuance on institutional outcomes.
4. The potential for a disproportionate impact on diversity.
5. The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.
6. The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.
7. Consideration of matters of articulation as they relate to curriculum.
8. The replication of programs in surrounding college districts.
9. The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.
10. The **relation of the proposal to** the goals and strategies of the College as outlined in the most recent Strategic Plan.
11. A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.
12. **The ability of campus instructional and support services to absorb and support the proposed program without significantly diminishing ~~existing~~ the effectiveness of existing services and increasing workload detrimentally.**
13. **If a program is initiated and subsequent related hiring is grant funded, the proposal must include a plan to sustainably institutionalize the position after the grant funding ends.**

~~2.~~ **C.** Incomplete Proposals

Proposals deemed incomplete due to the submission of insufficient benchmark evidence may be returned to the proposing party by the subsequent Academic Senate Program Viability Committee authorized by Section IV of this procedure.

~~3.~~ **D.** Vocational or Occupational Training Program Proposals

California Education Code Section 78015(a)(1) requires that the local governing board initiate a job market study of the labor market area for a proposed vocational or occupational training program prior to its establishment. Consequently, the initiating party of such a proposal must, prior to the submission of the proposal to the President of the Academic Senate and in accord with Section III(A)(1)(l) of this procedure, have requested and obtained the results of a relevant job market study of the labor market area to be included in their program proposal. If a relevant study has already been completed within 6 months of the program proposal, that study may be used to satisfy the Education Code requirement as well as the criteria of this procedure and thus no new labor market study is necessary. **The proposing party should provide an analysis of the study as it relates to their proposal and indicate how it supports any newly proposed curriculum.**

~~B.~~ **E.** Notifications of Possible De Facto Discontinuances

Any party listed in Section II of this procedure may notify the Academic Senate President of a possible De Facto discontinuance. Upon receipt of such notification the Senate President will inform the full Senate of the notification at the next regularly scheduled meeting of the Academic Senate. The Senate President will request the CIO and any other relevant college administrators or personnel to report, within 60 days of said notification, to the full Senate on the status of the program in question. The Senate President will request those same individuals provide the full Senate annual program status updates should a De Facto discontinuance remain in effect 12 months after their initial report to the Academic Senate. Future annual reports will be requested by the Senate President if the program status remains unchanged. Notification of a possible De Facto discontinuance does not fall within the remaining proposal and procedural requirements of this administrative procedure.

IV. FORMATION OF PROGRAM VIABILITY COMMITTEE

The Academic Senate shall establish a standing program viability committee. Upon receipt ~~of the proposal~~ by the Academic Senate President, the Academic Senate shall ~~approve the creation of an ad hoc~~ forward **proposals** to the Program Viability Committee at its next regularly scheduled meeting. The Senate President may request the party initiating the proposal to be present at the Senate meeting when the proposal is on its published agenda.

A. Program Viability Committee Composition

1. **Academic Senate President, or designee.**
   a. The President of the Academic Senate shall serve as Chair of the committee. The President may delegate this duty to another standing member of the committee.

~~A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *(this person will serve as Chair of the Committee).*~~

2. A tenured or tenure-track faculty member from inside the affected program; (if this is not possible, then a tenured faculty member from inside the affected department or division.)
3. Division Dean of the department that houses the program in question.
4. **A tenured faculty member outside the Division of the program in question appointed by the Academic Senate President; *~~(this person will serve as Chair of the Committee).~~*** ~~Academic Senate President, or designee.~~
5. CIO, or designee.
6. COCFA President, or designee.
7. AFT Part-time faculty union President, or designee.
8. A student representative appointed by the Associated Student Government.
9. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.
10. Curriculum Committee Faculty Chair, or designee.
11. A member of the Program Review Committee.

B. Program Viability Committee Functions

The Committee will use the quantitative and qualitative evidence contained within the initial proposal as a foundation to make a qualitative assessment as to determining the merit of initiation, modification or discontinuance. The Committee will be charged with:

1. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure.
2. **Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.**
~~2.~~ 3. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
~~3.~~ 4. Gathering all qualitative and quantitative evidence into a written report.
~~4.~~ 5. Participating in all public meetings and discussions.
~~5.~~ 6. Recommending to the Academic Senate one of the ~~three~~ **six** potential outcomes of the ~~discontinuance~~ **proposal** process **to include documenting its findings by a narrative.** (Listed is Section V (A) of this procedure.)
7. The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

C.~~Qualitative Evidence~~

~~Factors to be considered may include, but are not limited to:~~

1. ~~Contemporary analysis of the relevance of a discipline.~~
2. ~~Current college curriculum and offerings as they relate to the academic mission of the college.~~

3. ~~The effect of program discontinuance on institutional outcomes.~~
4. ~~The potential for a disproportionate impact on diversity.~~
5. ~~The quality of the program, which should include input from program review, student evaluations, articulating universities, local businesses and/or industry, advisory committees and the community.~~
6. ~~The ability of students to complete their degrees or certificates or to transfer. This includes maintaining rights of students as stipulated in the college catalog.~~
7. ~~Consideration of matters of articulation as they relate to curriculum.~~
8. ~~The replication of programs in surrounding college districts.~~
9. ~~The ability of programs to meet standards of outside accrediting agencies, licensing boards and governing bodies.~~
10. ~~The goals and strategies of the College as outlined in the most recent Strategic Plan.~~
11. ~~A clear understanding of which individual, academic department and academic school will be responsible for maintaining the program.~~

~~The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.~~ ***Moved to Section IV(B)(7)***

D. C. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021. If such a mandate occurs, discontinuance of the program will be said to have been approved upon proper notification to the Academic Senate. Such notification should clearly cite the governing entity and legal or administrative authority requiring discontinuance. Pursuant to the mandate, the Program Viability Committee will be formed for the sole purposes listed in Section VI of this procedure.

V. REPORT OF PROGAM VIABILITY COMMITTEE TO FULL ACADEMIC SENATE

The Program Viability Committee may return proposals to the proposing party it deems incomplete due to the submission of insufficient benchmark evidence. In such cases, the proposal is considered "ongoing" and can be resubmitted directly to the Committee at a future date. The Committee will determine a reasonable timeline for resubmission of the revised proposal. No Committee report need be forwarded to the Academic Senate as long as the proposal is ongoing.

If the proposal is determined complete, the Program Viability Committee shall submit its written report to the full Academic Senate no later than the fifth week of the Spring

semester of the academic year in which the proposal was submitted.[3]The report shall include both quantitative and qualitative evidence that support its findings. The report should assess the program's alignment with the mission, values, and goals of the institution, as well as access and equity for students. The ~~proposal~~ **report** shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposed discontinuance, initiation or modification. The recommended rationale shall substantiate the likelihood of achieving necessary and legitimate educational and institutional goals as well as bear equivalence to relevant standards

established by the State Chancellor's Office.

A. Possible Recommendations of the Program Viability Committee

There are ~~five~~ **six** possible recommendations the Program Viability Committee can make. A program may be recommended to be initiated, not initiated, modified, continued, continued with qualifications, or discontinued.

1. Recommendation to Initiate

The recommendation to initiate a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

2. Recommendation to Not Initiate

The recommendation to not initiate a program must include a clearly stated rationale for arriving at such a conclusion based upon the aforementioned qualitative and quantitative criteria documented in writing by the Committee and maintained by the Academic Senate.

3. Recommendation to Modify

The recommendation to modify a program shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate. Any such recommendation must consider and address the appropriateness of the projected time frame for implementation as well as whether such implementation will adversely affect existing college functions, services and staff.

3 The fifth week deadline is intended as a consideration of ongoing instructional planning for the next academic year as well as allowing sufficient time for Academic Senate and Board of Trustees action to conclude before the end of the Spring semester.

4. Recommendation to Continue

The recommendation for a program to continue shall be based upon the aforementioned qualitative and quantitative criteria and will be documented in writing by the Committee and maintained by the Academic Senate.

5. Recommendation to Continue with Qualifications

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance by this process, maybe recommended to continue with qualifications. These qualifications must include any requirements imposed by an external regulatory, governing or licensing body to which the program is subject. A specific time line will be provided during which these interventions will occur. The expected outcomes will be specified in writing and made available to all concerned parties. All interventions and time lines will be documented in writing by the Committee
and maintained by the Academic Senate. In accordance with the established time line the program will again be evaluated based upon the aforementioned qualitative and quantitative criteria by the Program Discontinuance Committee.

6. Recommendation to Discontinue

The recommendation for a program to be discontinued shall be based upon the aforementioned qualitative and quantitative evidence and will be documented in writing by the Committee and maintained by the Academic Senate.

a. Mandated Discontinuance

A recommendation to discontinue is mandated if so ordered by an external regulatory, governing or licensing body to which the program is subject, as stated in BP 4021 and substantiated under Section IV (C) of this procedure.

B. Full Academic Senate Action

The Academic Senate will consider and deliberate on the Program Viability Committee's recommended action. At the conclusion of deliberations, the Senate will hold a vote to determine which of the six actions it will formally adopt. Upon acceptance of any proposal, the Academic Senate must consider and send forward a scheduled implementation timeline. The Academic Senate's recommendation will then be forwarded to the CEO to be submitted to the Board of Trustees for approval. Pursuant to BP 7215, "the recommendation of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted." If a recommendation is not accepted, the Board of Trustees shall promptly communicate its reasons in writing to the Academic Senate.

1. Vocational and Occupational Training Programs

California Education Code Section 78016 mandates that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meet particular criteria. The District shall ensure compliance by conducting such ongoing reviews for all initiated programs of this type.

VI. PILOT PROGRAM STATUS

All newly initiated programs shall be deemed pilot programs for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.[4]

1. **Required Reporting Content**

    a. **Year One Report – the report shall be an informational status update to include evidence of the program's growth, success and challenges to date.**

    b. **Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program's likelihood for sustainable success by the end of its third year.**

    c. **Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program's immediate institutional sustainability.**

2. **Final Approval**

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot program shall be approved as

[4] The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and

permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the Program Viability Committee will make a final determination as to the program's status.

a. Discontinuance – all pilot programs failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation plan per Section VII of this procedure.

~~VI~~. **VII.** IMPLEMENTATION OF FINAL DETERMINATION SUPPORTING DISCONTINUANCE

If a program is recommended or mandated for discontinuance, or to continue with qualifications, and is subsequently approved by the Board of Trustees, the original Program Viability Committee will reconvene to propose an implementation plan for the finalized determination. The implementation plan does not require approval of the Academic Senate. The Committee will formally convey their proposed implementation plan to the CIO and Academic Senate President who will work in concert with the CEO

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the program content's historical existence on campus. See the italicized note under Section III(A) of this proposal.

to implement the plan in a timely manner, to its completion. The Academic Senate President will report back to the full Senate, from time to time, as to the status of implementation.

A. Discontinuance Implementation Plan

The implementation plan must include, but is not limited to:

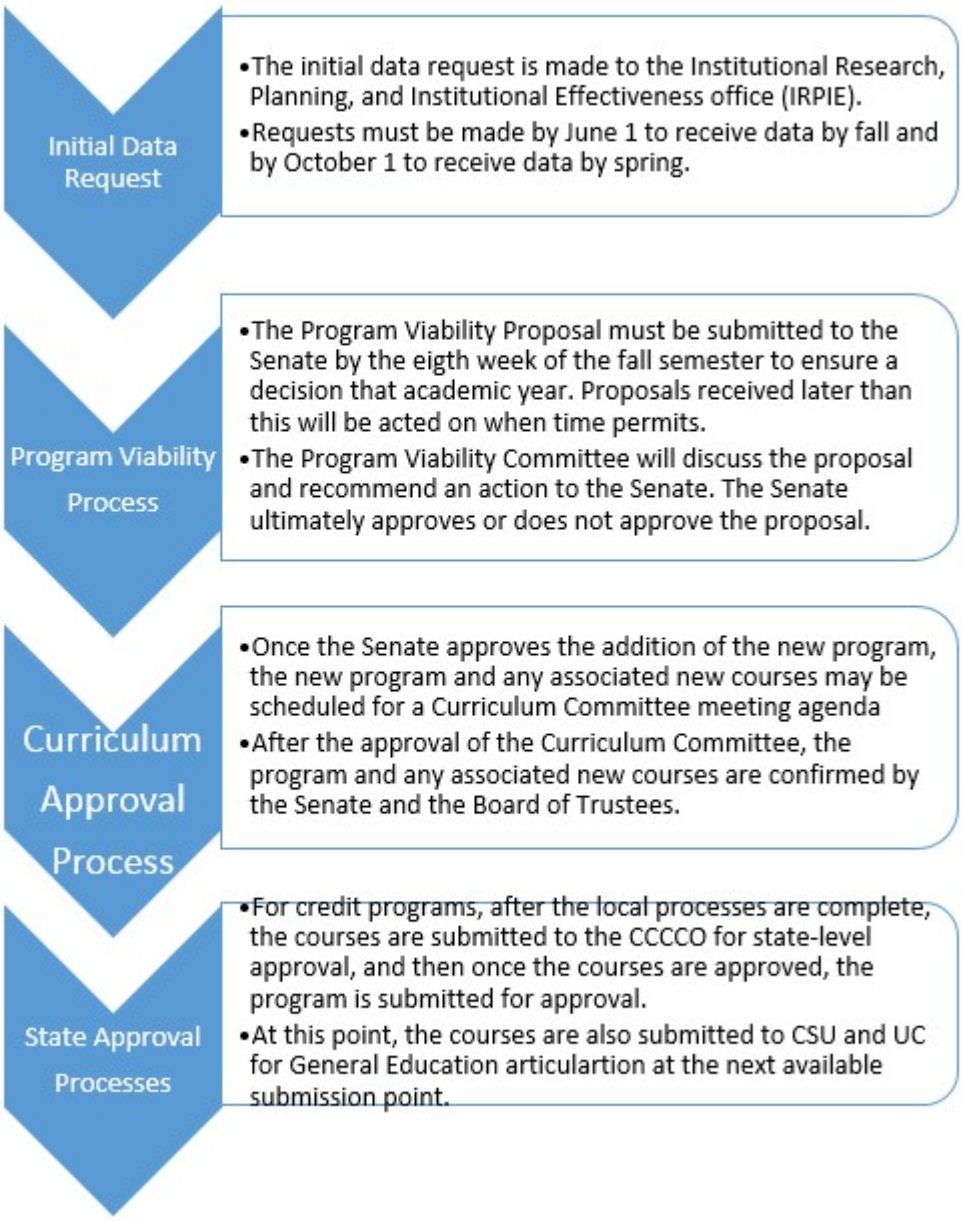
1. A plan and time line for implementing the discontinuance or qualifications to be established.
2. A set of procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog. If program completion is not viable, other equitable consideration must be accorded to students.
3. A plan for the implementation of all affected collective bargaining requirements and matters for faculty and staff.
4. Coordinating program discontinuance to be consistent with the college catalogue.

Approved 04/11/12

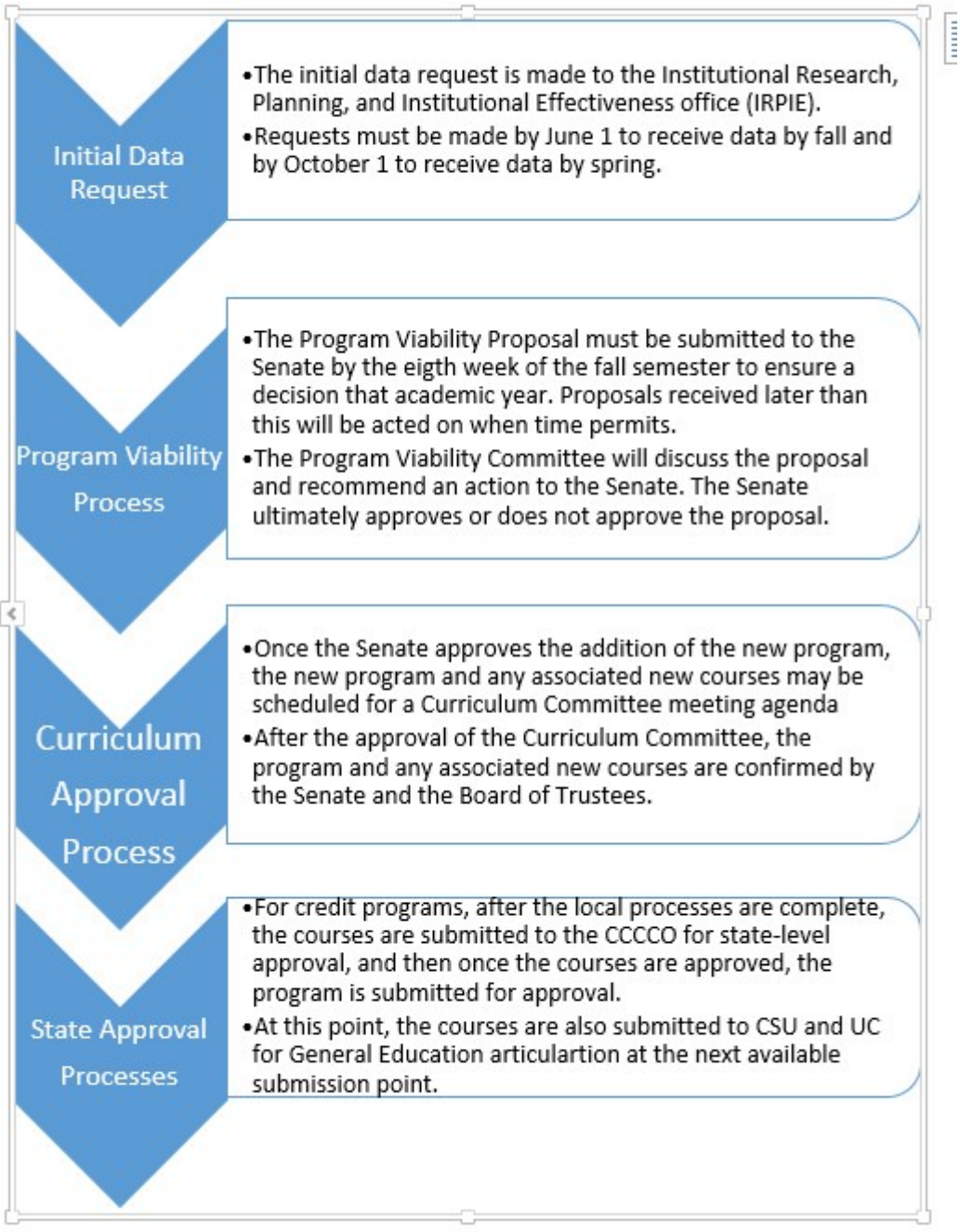
Academic Senate Approved Revisions 10/24/2013

Program Viability Flowchart – CTE Programs

Program Viability Flowchart – Non-CTE Programs



Program Viability Flowchart – Non-CTE Programs



Department Changes Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4023 (Academic Departments). This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.

Section 1 - Basic Information

1. Type of Change Requested (please select all that apply): (Create a New Department from Previously Unaffiliated Courses, Create a New Department by Merging Existing Departments, Split an Existing Department into One or More Departments, Rename an Existing Department)
2. Please provide a brief (no more than a paragraph) description of the change requested and how this change will help the students of the college.

Section 2 – Background Information

1. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
2. What will be the size of the proposed department(s)? Is this a relevant factor to consider? If so, why?
3. Is the proposed department's academic discipline common to the California Community College system and mission? Does it currently exist at other community colleges? If so, where and how frequently within the state?
4. Is the proposal similar to the departmental structures at other community colleges? How and why is it the same or different in nature?
5. Is the proposal similar in structure to those found at UC or CSU?
6. Are the affected faculty members in support of this proposal? Please explain why or why not.
7. Does the Office of Academic Affairs support this proposal? Please explain why or why not.
8. Are there any additional issues raised by the Senate or the Office of Academic Affairs?
9. Why is this proposal and its associated administrative structure necessary to achieve programmatic success? For example, for new department proposals, could the proposed department be absorbed into an existing department instead?

Section 3 – Potential Impacts

1. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why.
2. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
3. Would there be any resulting changes to curriculum, and, if so, what is the intended timeline for implementation and approval by the curriculum committee? (Note: Close consultation with the Curriculum Chair, Counseling Office, and Articulation Officer is recommended).

4. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
5. Will existing fulltime faculty be assigned or transferred to the new department? If so, has funding been secured to provide replacement for any vacancies created by this transfer?
6. Would this proposal require any additional funding or other resources? How will these be provided?

Section 4 – Implementation Plan

Please provide a detailed implementation plan (including dates) and documentation of any needed funding or other resources (at least one year of documented funding needed).

Program Viability Proposal Template

The purpose of this template is to assist faculty and others in preparing the proposals required by AP 4201 (Program Viability – Initiation, Modification, and Discontinuance). This template is not meant to limit the information that can be provided in the proposal but to provide a format that helps to make sure the required information is included.

Section 1 - Program Information

1. Program Name:
2. Type of program? (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)
3. Which Department houses (or will house) this program?
4. Which School houses (or will house) this program?
5. Type of Proposal? (Initiation, Substantial Modification, Discontinuance)
6. Please provide a brief (no more than a paragraph) description of the program and its purpose.

Section 2 – Quantitative Information

For all proposals:

1. What is the projected demand for this program in the future, and how is that demand favorable to the committee supporting this proposal?
2. What is, or will be, the frequency of course section offerings and/or rationale as to their reduction, if applicable?
3. How does this proposal adhere to standards of equity established by the State Chancellor's Office?

For CTE Programs only:

4. Does the Regional Labor Data support this proposal? If so, how?
5. What data are there from CTE Advisory Committees? How do they support this proposal?

For Initiation proposals:

6. What new courses will be developed? What is the timeline for implementing these new courses?

7. What are the projected student success, persistence, and completion rates, and how are they favorable to this proposal?

For Substantial Modification or Discontinuance proposals:

8. Data from Program Review:
    a. What have the enrollment trends been over the past 5 years, and how are they favorable to this proposal?
    b. What is the productivity in terms of WSCH per FTE ratios, and how does it support this proposal?
    c. What are the student success and completion rates, and how do they support this proposal?
    d. Is there any other relevant data from program review? How does it support this proposal?
9. What is the term to term persistence of students within the program?
10. If applicable, what are, and how do, the success rate of students passing state and national licensing exams support the proposal?
11. What is the rationale for discontinuing the program, if applicable?
12. For Discontinuance proposals, will discontinuance cause an adverse impact on students? If so, how?

Section 3 – Qualitative Information

For all proposals:

1. How is this discipline/field relevant for either transfer or CTE preparation?
2. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?
3. What effects would this proposal have on institutional outcomes?
4. Is there a potential for disproportionate impact on diversity? If so, how?
5. Is there input about the quality of the program from program review, student evaluations, articulating universities, local business and/or industry, advisory committees, and/or the community? If so, please explain.
6. Are there similar programs in surrounding college districts? If so, where?
7. Is there an ability to meet standards of outside accrediting agencies, if applicable? Please explain.
8. How does this program align with the goals and strategies of the College as outlined in the most recent Strategic Plan?
9. How will this proposal impact existing workload for instructional and support services? How will it impact the effectiveness of existing services or programs?

For Initiation proposals:

10. How will the proposed new courses articulate with other institutions of higher education?

11. If there is hiring related to this proposal due to grant funding, how will the position(s) be institutionalized once grant funding ends?

For Discontinuance proposals:

12. How will students be able to complete their degree or certificate or transfer?

Reservation for I-330

1. Room BONH 330 is designed primarily for Faculty Meetings, Governance related meetings.

2. Faculty meetings include, but are not necessarily limited to:

Senate and Senate Committees	Associate Program
Curriculum Committee	New Faculty Orientation
Division Meetings	Faculty Development Activities
Department Meetings	Faculty Tenure Committees
All Faculty Meetings	COCFA meetings

3. BONH 330 will be scheduled through the Academic Senate Secretary, Lita Wangen, at extension 3058. The Senate President must approve reservations for non-faculty meetings.

4. Open Reservations for the Academic year will begin on June 1st.

5. Priority Reservations for the Academic year will occur between June 1 and June 30. Priority will be given in the following order:

   Senate Meetings
   Curriculum Meetings
   Division Meetings
   Ongoing Department Meetings
   Associate Program
   Faculty Development Meetings

09/24/08

HUMAN RESOURCES

Date: March 8, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources
Lita Wangen, Administrative Assistant to the Academic Senate

Subject:Discipline Assignment – William Macpherson

The following information is provided for discipline assignment:

William Macpherson

Mr. Macpherson has been hired as a Music Instructor (68.3%), effective start date February 08, 2016. He meets the minimum qualifications* listed below.

- Master's in music
- Bachelor's in music and master's in humanities
- Or the equivalent

The following is provided for discipline assignment:

- Master's degree in music from San Diego State University
- Bachelor's in music from Berkley College
- 32 years of professional experience

It would appear that Mr. Macpherson qualifies for the discipline(s) of:

☐ **Music**
- o Master's in music
- o Bachelor's in music and master's in humanities o Or the equivalent

☐ **Commercial Music** o Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

*Per the Board of Governor's California Community College Chancellor's

HUMAN RESOURCES

Date: March 7, 2016

To: Rebecca Eikey
President, Academic Senate

From: Linda Clark
Senior Human Resources Generalist (Faculty)

CC: Christina Chung, Director, Human Resources

Lita Wangen, Administrative Assistant to the Academic Senate

Subject:Discipline Assignment – Thomas Vessella

The following information is provided for discipline assignment:

Thomas Vessella

Mr. Vessella has been hired as the Director, Career and Technical Education, effective start date October 14, 2015. He meets the minimum qualifications listed below.

The minimum qualifications* for service as an educational administrator shall be both of the following:

- Possession of a master's degree; and
- One year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment.

The following is provided for discipline assignment:

- Master's degree in Industrial and Technical Studies, California State University, Los Angeles
- BA in Industrial Arts, Cal Poly San Luis Obispo
- 20 years of professional experience in the field of Career Technical Education o 4 years as Vice Chair in Construction, Maintenance and Utilities o 11 years as Chair, Industrial education and Lead Academy Instructor
    - o 5 years as a Career Technical Education Instructor It

would appear that Mr. Vessella qualifies for the discipline(s) of:

- **Construction Management** o Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.
- **Construction Technology** o Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

Dean	2016 Departments and Chairs
School of Applied Technologies **Ronald McFarland, Dean**	*Advanced Manufacturing - **PROGRAM NOT A DEPARTMENT** *Alternative Energy/Solar - **PROGRAM NOT A DEPARTMENT** *Architecture and Interior Design - **Send to School for Election** ***Automotive Technology - Gary Sornborger, Chair**
	*Engineering Technologies (Construction Technologies, Construction Management, Land Surveying, Water Systems Technology - **Send to School for Election** *Plumbing - **PROGRAM NOT A DEPARTMENT** *Telecommunications & Electronic Systems (Computer Networking, Electronic Systems) - **Send to School for Election** *Welding - **Tim Baber, Chair**
Social & Behavioral Sciences **Paul Wickline, Interim Dean**	*Anthropology - **Lisa Malley, Chair** *Communication Studies - **Tammera Stokes Rice, Chair** *Education/Early Childhood - **Cindy Stephens, Chair** *History - **Sherrill Pennington, Chair** *Political Science - **David Andrus, Chair** *Psychology - **Send to School for Election** *Sociology - **Katie Coleman, Chair**

School of Business	*Business - **Send to School for Election**

Russell Waldon, Dean	*Computer Applications & Web Technology (CAWT) - **Melanie Lipman, Chair** *Culinary Arts/Wine Studies - **Cindy Schwanke, Chair** *Economics - **Send to School for Election** *Hotel & Restaurant Management - **Kevin Anthony, Chair** *Paralegal Studies - **Nicole Faudree, Chair** *Real Estate - **Send to School for Election**
School of Humanities **Andy McCutcheon, Interim Dean**	*American Sign Language - **Debbie Sison, Chair** *Cinema - **Gary Peterson, Chair** *English - **Alene Terzian, Chair** *English as a Second Language - **Heather MacLean, Chair** *Humanities - **Adam Kaiserman -PROGRAM NOT A DEPARTMENT** *Modern Languages (Chinese, French, German, Italian, Spanish) - **Dr. Claudia Acosta, Chair** *Philosophy - **Andrew Jones-Cathcart, Chair**
School of Kinesiology / Physical Education / Athletics Kinesiology **Len Mohney, Dean**	*Kinesiology/Physical Education - **Howard Fisher, Chair** *Recreation Management **- PROGRAM not Department**

School of Mathematics, Sciences and Health Professions

*Administration of Justice - **Patti Haley, Chair**

Omar Torres, Dean	*Biological Sciences - **Dr. Miriam Golbert, Chair** *Chemistry - **Heidi McMahon, Chair** *Computer Science - **Chris Ferguson, Chair** *Earth, Space & Environmental Sciences - **Teresa Ciardi, Chair** *Emergency Medical Tech/Health Sciences - **Patti Haley, Chair** *Engineering and Physics - **Dr. David Martinez, Chair** *Fire Technology - **Keith Kawamoto, Chair** *Mathematics **- Saburo Matsumoto, Chair** *Medical Laboratory Technician (MLT) - **Hencelyn Chu, Faculty Director and Chair** *Nursing - **Tina Waller, Chair**
School of Visual & Performing Arts **Carmen Dominguez, Dean**	*Art - **Michael McCaffrey, Chair** *Dance - **Phylise Smith, Chair, Diana Stanich** *Graphic & Multimedia Design -**Send to School for Election** *Media Entertainment Art -**Jeff Baker, Chair** *Music - **Dr. Bernardo Feldman, Chair** *Photography - **Send to School for Election** *Theatre - **Send to School for Election**

Educational Technology, Learning Resources, and Distance Learning **James Glapa-Grossklag, Dean**	*Distance and Accelerated Learning NA
	*Library - **Peter Hepburn, Head Librarian**
Enrollment Services/Counseling/Student Services **Debbie Rio, Dean**	*Counseling - **Diane Solomon, Chair**

BP/AP 4021 Program Viability Evaluation: Biology AS-T

Proposal Submitted by: Ann Lowe

Senate Ad Hoc Committee Date: 2-25-16

Senate Ad Hoc Committee Members: Teresa Ciardi, Rebecca Eikey, Wendy Brill-Wyncoop, David Andrus, Lisa Hooper, Jerry Buckley, Amy Morichon (ASG Rep)

Program Viability Evaluation Criteria	Ad Hoc Committee's Report
Ability of program to meet standards of outside agencies/licensing boards	SB 440 requires this program. All courses for the degree are currently offered at the college.
Ability of students to complete program	Regular pattern of completion of local Biology degree
Alignment with access and equity goals for students	This degree requires fewer GE courses for completion and aligns with the requirements for local transfer institutions.
Alignment with the mission, values, and goals of the institution	State mandated.
Alignment with the mission of the CCC Chancellor's Office	State mandated
Appropriateness of the projected timeframe for implementation	All courses are available and offered regularly.
Articulation considerations	Existing agreements for both GE and major courses. C-ID approval needed for courses in the degree will expand articulation. Additionally student with the degree will be given special consideration by the local CSU.
Quality of program (input from program review, advisory committees, universities, community)	This is a new program, but it follows a state developed pattern.
Relevance of the discipline	This is a state approved alternate to the local degree.
Replication of programs in surrounding college districts	State mandated.
Status of curriculum of program courses	Courses revised to meet new C-ID descriptors will be approved for resubmission for C-ID designation by April 2016.
Impact on COCFA contract issues	None

Program Viability Ad Hoc Committee Recommendation	**___X__ Initiate _____ Modify _____ Discontinue**
	_____ Not Initiate _____ Not Modify **_____ Not Discontinue**
_____ **Ad Hoc Committee Chair's Signature**	

BP/AP 4021 Program Viability Evaluation: Business Administration AS-T

Proposal Submitted by: Ann Lowe
Senate Ad Hoc Committee Date: 2-25-16
Senate Ad Hoc Committee Members: Teresa Ciardi, Rebecca Eikey, Wendy Brill-Wyncoop, David Andrus, Lisa Hooper, Jerry Buckley, Amy Morichon (ASG Rep)

Program Viability Evaluation Criteria	Ad Hoc Committee's Report
Ability of program to meet standards of outside agencies/licensing boards	The proposed degree follows the ADT for Business Administration developed via the C-ID system.
Ability of students to complete program	The local degree is completed consistently. The proposed degree has the potential to increase completion rates, as it requires no local GE requirements for completion and is accepted by multiple transfer programs.
Alignment with access and equity goals for students	Since fewer GE courses are required for the degree, there a fewer barriers to completion.
Alignment with the mission, values, and goals of the institution	This broadens pathways to a variety of Bachelor's degrees related to business.
Alignment with the mission of the CCC Chancellor's Office	The proposed degree was developed via the C-ID system, which is supported by the Chancellor's Office.
Appropriateness of the projected timeframe for implementation	The courses in the degree are already offered at the college.
Articulation considerations	This degree broadens articulation due to the C-ID approval of the courses in the degree.
Quality of program (input from program review, advisory committees, universities, community)	The local degree is successful. The new degree has a different focus but uses many of the same courses.
Relevance of the discipline	Supported by a state-wide faculty discipline group.
Replication of programs in surrounding college districts	NA – many colleges are required to offer this degree due to SB 440.

Status of curriculum of program courses	All required courses approved by Curriculum Committee. Two courses need C-ID approval before degree can be offered.
Impact on COCFA contract issues	None
Program Viability Ad Hoc Committee Recommendation	**___X__ Initiate _____ Modify _____ Discontinue** **_____ Not Initiate _____ Not Modify** **_____ Not Discontinue**
_____ **Ad Hoc Committee Chair's Signature**	

BP/AP 4021 Program Viability Evaluation: Non-credit Arithmetic Certificate

Proposal Submitted by: Ann Lowe
Senate Ad Hoc Committee Date: 2-25-16
Senate Ad Hoc Committee Members: Teresa Ciardi, Rebecca Eikey, Wendy Brill-Wyncoop, David Andrus, Lisa Hooper, Jerry Buckley, Amy Morichon (ASG Rep)

Program Viability Evaluation Criteria	Ad Hoc Committee's Report
Ability of program to meet standards of outside agencies/licensing boards	NA
Ability of students to complete program	This is a non-credit program. Student have unlimited, free enrollments
Alignment with access and equity goals for students	This program supports the revised mathematics basic skills sequence designed to improve the rate of students achieving transfer level in mathematics. The non-credit program is free to students.
Alignment with the mission, values, and goals of the institution	This is an innovative program that helps students complete their academic program.
Alignment with the mission of the CCC Chancellor's Office	This program supports the CCC mission to offer remedial instruction that helps students succeed at the post-secondary level.
Appropriateness of the projected timeframe for implementation	The courses in the program are already being offered. More sections are planned for the 2016-2017 year.
Articulation considerations	NA
Quality of program (input from program review, advisory committees, universities, community)	NA. This is a new non-credit program in an academic area.
Relevance of the discipline	This program is key to support the acceleration project endorsed by the college.
Replication of programs in surrounding college districts	There is no impact from other college's programs.
Status of curriculum of program courses	The courses in the program are already being offered.

Impact on COCFA contract issues	None currently. At some point non-credit compensation may be negotiated.
Program Viability Ad Hoc Committee Recommendation	**___X__ Initiate _____ Modify _____ Discontinue** **_____ Not Initiate _____ Not Modify** **_____ Not Discontinue**
_____ **Ad Hoc Committee Chair's Signature**	