



# College of the Canyons Academic Senate

May 9, 2019

3:00 p.m. to 4:50 p.m. BONH 330

## AGENDA

**Notification:** *The meetings may be audio recorded for note taking purposes. These recordings are deleted once the meeting summary is approved by the Academic Senate.*

### A. Routine Matters

1. Call to order

2. Public Comment

*This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

3. Approval of the Agenda

- Committee Appointments: Additional Selection Committee members list:

Alisha	Kaminsky
Heather	McLean

4. Approval of the Consent Calendar

Academic Senate Summary, April 25, 2019 (pg. 3-8)	Curriculum Committee Summary, May 02, 2019 (pg. 9-28 )
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### B. Reports (time limit 7 minutes each)

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

1. President's Report

- Congratulations to the recipient of the Emeriti Scholarship is Cameron LaBrie.

2. Guided Pathways Report, Erika Torgeson (pg. 32)

3. Minimum Qualifications and Equivalencies Committee Report, Aivee Ortega

### C. Action Items

*Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees.*

1. CASL Spring 19 Recommendations and Guidelines for the Academic Senate, Nicole Faudree (pg. 33)

2. Progress Standing-Academic Policy, David Andrus

a. BP 4250 (pg. 34-36 )

b. AP 4250 (pg. 37-39)

3. Academic Standing-Progress Policy, David Andrus

a. BP 4251 (pg. 40-41)

b. AP 4251 (pg. 42-45)

4. CWEE District Plan January 2019, Nicole Faudree (pg. 46-61)

5. Vote of No Confidence Eloy Oakley Survey Results (pg. 62-63)

6. Program Viability Evaluation Rubric:

- Physical Therapy Assistant Program (pg. 64-71)
- Commercial Music Program (pg. 72-79)

7. Program Viability, Rebecca Eikey
  - a. BP 4021 (pg. 80-82)
  - b. AP 4021 (pg. 83-84)

#### **D. Discussion**

*Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.*

1. Mapping and General Education Courses, Erika Torgeson (pg. 95-97)
2. Meta Majors Proposal, Erika Torgeson (pg. 98)
3. Starfish/Canyon Connects, Colette Gibson (pg. 99-101)
4. Resolution in Support of Climate Change and Environmental Sustainability, Marco Llaguno & Jason Oliver (pg. 102-103)

#### **E. Unfinished Business**

*Below is a list of items that can be discussed for a future date.*

#### **F. New Future Business**

*Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.*

#### **G. In Committee**

*Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact [David Andrus](#) if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 2:00 – 3:00 pm in BONH 248*

BP & AP 7120 – Recruitment and Selection
(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

#### **H. Announcements**

- Next Academic Senate Meeting, May 23
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Curriculum Institute, July 10-13, 2019, San Francisco (Burlingame)
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

#### **I. Adjournment**

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

## Academic Senate Summary for April 25, 2019

Voting Members					
Senate President	Rebecca Eikey	X	Business Senator	Gary Collis	X
Vice President	Jason Burgdorfer	X	Learning Resources Senator	Ron Karlin	X
Immediate Past President	VACANT	A	Interim At Large Senator	Erica Seubert	X
Curriculum Chair	Lisa Hooper	X	At Large Senator	Jennifer Paris	X
Policy Review Chair	David Andrus	X	At Large Senator	Deanna Riveira	X
AT Senator	<i>Lee Hilliard proxy for Regina Blasberg</i>	X	At Large Senator	David Brill	A
MSHP Senator	Sab Matsumoto	X	At Large Senator	<i>Erika Torgeson proxy for Sonny Requejo</i>	X
VAPA Senator	Wendy Brill-Wynkoop	A	At Large Senator	Benjamin Riveira	X
Student Services Senator	Erika Torgeson	X	Adjunct Senator	Jessica Small	X
Humanities Senator	<i>Deanna Rivera proxy for Marco Llaguno</i>	X	Adjunct Senator	Ron Mita	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Aaron Silverman	X
SBS Senator	Rebecca Shepherd	X	X= Present	A= Absent	

Non-voting Members	
Dr. Buckley	A
Marilyn Jimenez	X
Dan Portello (Warren Heaton AFT Rep)	X
Dr. Wilding	X

Guest			
Garrett Hooper	X	Nicole Faudree	X
Brian Weston	X	Jasmine Ruys	X
James Glapa-Grossklag	X	Daylene Meuschke	X
Ryan Theule	X	Gina Bogna	X
Patty Robinson	X	Vida Manzo	X

### A. Routine Matters

1. Call to order: 3:03pm
2. Public Comment: none
3. Approval of the Agenda:
  - Motion to approve the agenda by Gary Collis, seconded by David Andrus. Unanimous. Approved.
4. Committee Appointments:
  - Selection Committee List (pg. 3)
  - Isaac Koh, Adjunct Faculty, Elections Committee

- The Elections Committee is small as there is not a lot of work except during certain times of year. Adjunct faculty have served on this committee in the past.

#### 5. Approval of the Consent Calendar

Academic Senate Summary, April 11, 2019 (pg. 4-9)	Curriculum Committee Summary, April 18, 2019 (pg. 10-18)
Faculty Professional Development Committee (FPDC) Pre-Approved List, Teresa Ciardi (pg. 23-27)	Mental Health Forum Summary, April 16, 2019 (pg. 19-22)

- Motion to adopt the consent calendar by Lisa Hooper, seconded by Philip Marcellin. Unanimous. Approved.

#### B. Reports (time limit 7 minutes each)

*These are informational items no discussion or action will be taken. However, clarification questions are welcomed.*

1. Presidents Report (for the complete report go to (pg. 29-30)
  - *Special Announcement:* President stated she is serving on a Selection Committee and will need to leave early. Vice President will chair the remaining part of the meeting.
2. Vice Presidents Report
  - There were elections which took place with the Executive Board at the ASCCC meeting.
  - President Rebecca has resigned as Area C Rep, the new Rep for Area C is Michelle Beam from Rio Hondo College.
  - The Vice President was challenged but was re-elected. The secretary, Craig Rutan was not re-elected and was replaced by Cheryl Aschenbach.
  - Research into best practices has been done in regards to offering oral communication and science labs online.
  - Amongst the Sciences, each discipline was asked whether they think they can offer their science labs online? Chemistry & Physics was at 20%, Anthropology & Biology where in the middle, Earth Science and Engineering 40% and Geography came in at 70%.
  - There are ongoing efforts to reorganize the schools of Math, Science & Health Professions (MSHP). It has been proposed to divide the schools. However, there is a Senate implication in which 75 out of 225 faculty are from one school. This creates some representation issues on various campus committees. This conversation has only been discussed with department chairs and has not been broaden out to the individual schools. It was clarified that this discussion is only occurring with the school of MSHP. There was a discussion regarding how a split of departments would relate to outcomes of education or careers. Currently area of Health Profession are not in favor of a split while the Math and Sciences is.
3. Guided Pathways Report, Tara Williams & Erika Torgeson (for the complete report go to (pg. 31)
4. Civic Engagement Committee Report, Patty Robinson
  - Recently, Community Based Learning has been folded into Civic Engagement. The new initiative is to move the older Service Learning model to a Community Base Learning model. In working with Harriet Happel the new vision will fall under Integrated Learning to focus more on design thinking, action research and project base learning.

- Course Curriculum: There are two courses, an Introduction to Community Base Learning and Introduction to Civic Engagement. These courses will part of a Certificate program at COC which will align with CSUN's minor in Civic Engagement.
- Patty has been active in participating in the Social Action Team, "CSU, CCC & Campus Compact Partnership Meeting", and Community Base Luncheons, National Planning Team, and Civic Learning meetings. In addition, Patty was invited to attend the national [Civic Learning & Democratic Engagement Planning Team](#) and the [Cause & Continuum and Services conferences](#). Patty presented at the [Association of American Colleges & Universities \(AACNU\)](#).
- An application was accepted to send a team of six focused in Project Base Learning to Worcester Polytechnic Institute in Massachusetts in June.
- Several grants have been received including three "Bringing Theory to Practice" grants. Two larger grants have been received, one requires partnering with CSUN, Cerritos and Dominguez Hills, the other grants requires partnership with La Vern and Cal State LA.
- Several events have been held such as the Civic Engagement Summit, Human Trafficking, Wake up & Stand up, Hunger Event and Stability. Upcoming events include Generation Z-Ted Talk and Hackathon. Work was done in the fall with the LA Registers office to bring a ballot box to the campus along with the creation of a Voter plan. The Voter Plan is now part of an initiative for AB 963 which has passed.
- Work has been done with Water Talks. This is an initiative which teaches about water research and education. This organization is looking to partner with a community college. The goal is to have a team of students and two faculty work to educate underserved areas in our community on water conservation and usage education.

### C. Action Items

*Below are a list of items that the Senate will take action on. Discussion is welcomed by all attendees*

#### 1. Improving Online CTE Pathways, Brian Weston & James Glapa-Grossklag

- There was a request for the endorsement of a few grant applications from the Academic Senate for OER work. The emphasis of these grants is to support CTE, online and OER programs. The programs that were asked to be involved include Architecture with Jason Oliver, Pre-School Teacher Preparation with Jennifer and Cindy, Land Surveying and Water Systems Technology with Regina Blasberg. The state updated the signature page of this grant application now requires a signature from the Academic Senate President. This application is due by May 1<sup>st</sup>.
- College of the Canyons Online CTE Pathways, (pg. 29-33)
  - This grant would allocated funds to pay current faculty to work alongside a professional instructional designer to improve online courses. In addition, this proposal is for funding for continued work being done to support all community colleges which have evolved in OER. COC wants to be available to other colleges who will receive these grants to provide support for Zero Textbook Cost (ZTC) or OER as other colleges do not have the training or resources. It was clarified that ZTC is a program which allows students to complete their entire program without using commercial textbooks.
- Targeted Support Structure for Grantees Pursuing OER and ZTC Projects, (pg. 34-37)
  - This grant would allocated funds to programs not currently using OER. Instructional designers could work alongside faculty to help build OER and create online versions of those courses. In addition, one "ask" will be to help with the creation of master course

shells. The ideal CANVAS shells will be based on the states online education rubric it has developed.

- There was concern regarding the maintenance of OER courses. Some ideas include doing maintenance of OER through a cycle by larger departments. Other colleges are using students to update statistical material. There will be need to fund not only the creation of new OER courses but also the maintenance. There was a suggestion to build in the maintenance into the first proposal.
  - Motion to support the OER grant proposals by Ron Karlin, seconded by Sab Matsumoto. One abstention by Lisa Hooper. Unanimous. Approved.
2. Spring 2019 Minimum Qualifications & Equivalencies for Part-Time Faculty (pg. 38-40)
- A few corrections were made to this list. Some courses are late start and non-credit which have different start dates than regular classes.
  - Motion to adopt this list by Aaron Silverman, seconded by Jennifer Paris. Unanimous. Approved.
3. [Local Goal Setting 2018/19 & Student Equity & Achievement \(SEA\) Plan, Second Read, Daylene Meuschke](#)
- [SEA Plan 2019](#)
    - It was clarified that on pg. 2 of the SEA Plan “Coordinate with Guided Pathways efforts on Student Success Teams,” the “student success teams” has not yet been defined. If there is a need to continue with “inquiry groups” then figures could be built into the budget.
  - [SEA Executive Summary](#)
    - There was a request for a breakdown of classified salaries as this information was not included in the executive summary for FY: 18-19. There was a request to forward the budget report to the senate body for reference. The budget allocation for FY: 19-20 will be the same as the adopted budget of FY: 18-19. However, because this budget has not been received from the state a tentative budget was created. The state requests what is spent and not what is projected to be spent. In terms of the FY: 19-20 budget, salary negotiations and benefits information is pending from payroll.
    - It was clarified that under “Veterans” the “Principles of Excellence” is defined as what services all colleges must have available as Veteran Programs.
    - There was a question as to why more is being spent on classified salaries as opposed to academic salaries? It was explained that classified salaries go up as classified staff have not left. For example for “Veterans” the majority of the \$250,714.71 is sitting with classified salaries and benefits. In terms of the Faculty Salaries, there were two faculty counselors covered but they resigned, those positions have not been replaced and this amount has gone down. This portion of the budget has not been re-allocated to anywhere else and is still for faculty pay. However, this is not enough budget to hire another full-time position. The spike in Academic Salary from FY: 2014-15 to FY: 2015-16 increase was due to an additional one-time budget allocation from the state.
    - There is concern with hiring people through categorical funding due to those budgets not increasing with COLA. As a result of advocating efforts for the state to allow room in the budget for COLA the state has given precedence towards providing this opportunity. Salaries could also be funded by allocating 80% through the grant and the remaining by the district to cover COLA increases.

- Local Goal Setting
  - Process:
    - [http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018\\_19.pdf](http://www.canyons.edu/Offices/IRPIE/Documents/Local%20Goal%20Setting%20Process%202018_19.pdf)
  - Local Goals
- Motion to adopt the Local Goal Setting 2018/19 & SEA Plan by David Andrus, seconded by Philip Marcellin. 4 abstentions. Unanimous. Approved.

*Note:* The agenda was re-arranged to allow for Patty Robinson with the Civic Engagement Committee to give her report.

4. Emergency Drill Date of May 2<sup>nd</sup> at 9:40 am
  - This date is for a campus wide safety preparedness drill. A training video was shared via email.
  - Motion to have Senate endorse the Emergency Drill date by Lisa Hooper, seconded by Jessica Small. Unanimous. Approved.

#### **D. Discussion**

*Below are items that the Senate will discuss and no action will be taken. Discussion is welcomed by all attendees.*

*Note:* Agenda was reordered and item #4 was addressed first to accommodate guest presenter Gina Bogna meeting schedule.

1. CASL Spring 19 Recommendations and Guidelines for the Academic Senate, Nicole Faudree (pg. 41)
    - CASL committee discussed the recommendations that need to go through senate.
    - Item #6 on the list of recommendation was accidentally cut off and it should read as “Curricular and Assessment Coordinator and Department Chairs are recommended to use the SLO coordinators and SLO technicians to assist.” These recommendations relate to eLumen mapping. Several departments are already using eLumen as an assessment tool.
    - Some faculty feel there is a need to define the role of Curricular Assessment Coordinators as the roles can be different depending on the department. It was clarified that the job description was recently sent out and the job description states some the responsibilities which “may” be included.
    - It was clarified that under #3, #4 & #5 the duration of the “loop” which includes reviewing, assessment and action plan timeline can be flexible depending on the program.
    - This item will return as an Action Item at the next meeting to approve recommendations.
  2. Progress Standing Policy, David Andrus & Jasmine Ruys
    - a. BP 4250 (pg. 42-44)
      - This documents outlines how a student would go through Academic Probation.
    - b. AP 4250 (pg. 45-47)
      - This policy outlines what the process is for a student to come off of probation.
- Academic Standing-Progress Policy, David Andrus & Jasmine Ruys
- a. BP 4251 (pg. 48-49)
  - b. AP 4251 (pg. 50-53)
    - This policy outlines the progress a student is making.
    - It was requested to call these policies Academic Standing-Academic & Academic Standing-Progress. These policies have been vetted through the Counseling Office.
    - The policies will return at the next meeting as an Action item.

3. CWEE District Plan January 2019, Nicole Faudree, Gina Bogna (pg. 54-74)
  - This plan is required by law. CWEE separated at the beginning of the semester into Academic and Student Services. For many years Student Services was in charge of all of CWEE. However, the Academic portion has now been pulled off. These plan are not submitted annually. The plan is submitted one time to the Chancellor. If there are any modifications or larger changes then the plan gets resubmitted to the state.
  - It was clarified that a faculty member can teach in all CWEE disciplines due to courses not being traditional but more so infinite study. All hours are completed at the internship site where the faculty is not present. CWEE faculty ensure there is educational growth such as a reflective paper, compliance with the law and engagement with the internship site. There will also be both an instructional and a student services program review. In the past only an instructional program review was being conducted.
  - This will return as an Action item at the next meeting.
4. Mapping and General Education Courses, Erika Torgeson
  - This item was not covered due to presenter needing to leave early.

#### **E. Unfinished Business**

*Below is a list of items that can be discussed for a future date.*

1. Program Viability (BP/AP 4021)

#### **F. New Future Business**

*Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.*

#### **G. In Committee**

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(Phase 2 – BPs 5529, 5530 & 5531)- Student Conduct
Digital Badges
BP & AP 5010 Admission and Concurrent Enrollment
BP & AP 2410 – COC Board Policy and Procedures
BP & AP 5410 DSP&S
Substitute Teacher Policy/Procedure

#### **H. Announcements**

- Next Academic Senate Meetings, May 9 & May 23
- 2019 Faculty Leadership Institute, June 13-15, 2019, Sacramento
- 2019 Career and Noncredit Institute, April 25-27, 2019, San Diego
- 2019 Curriculum Institute, July 10-13, 2019, San Francisco (Burlingame)
- Open committee positions, Academic Staffing, Program Review/CASL, Civic Engagement, Steering Committee, Minimum Qualifications & Equivalencies & College Planning Team.

**II. Adjournment:** 4:48 pm.

# CURRICULUM COMMITTEE SUMMARY

May 2<sup>nd</sup>, 2019

3:00 pm – 5:00 pm

Bonelli Hall 330

## Curriculum Committee Members

**Members Present:** Patrick Backes – Articulation Officer & Curriculum Analyst (Non-voting); Mary Bates – Mathematics, Science and Health Professions; Tricia George – Humanities; Lee Hilliard – Applied Technologies; Lisa Hooper – Faculty Co-Chair; Julie Hovden – Enrollment Services; Susan Ling – At large member; Saburo Matsumoto – At large member; Jean Miller -Visual and Performing Arts (Substitute for David Brill); Jeremy Patrich – At large member; Carly Perl – Adjunct Representative; Garrett Rieck – Noncredit; Cindy Stephens – At large member; Omar Torres – Administrative Co-Chair; Robert Wonser - Social and Behavioral Sciences (Substitute for Anne Marengo); Lori Young – Business

**Members Absent:** Erin Barnthouse – Learning Resources; Steve Erwin – Admissions and Records; Physical Education & Athletics - Vacant

AUTECH-112, 113, 116, 136, 180, 185, 190, 200	Engine Fundamentals For Technicians, Engine Overhaul, Advanced Automotive Electrical Systems, Advanced Engine Performance and Emission Control, Engine Mechanical Maintenance and Light Repair, Automotive Chassis Maintenance and Light Repair, Automotive Computer Networking & Diagnosis, Introduction to Hybrid and Electric Vehicles	See New Course Documentation Forms.	G. Sornborger/ K. Knight	TBD

NC.CAWT-011A & 011B	Exploring Adobe InDesign  Creating Newsletters and Brochures with Adobe InDesign	New Noncredit courses for noncredit certificate in Digital Publishing for the Office, which is designed to satisfy industry demand for workers with fundamental skills required for effective job performance in the modern office workplace. The certificate program is intended to provide office workers with training in digital publishing to meet routine demands, including creation of newsletters, flyers, brochures, magazines, and calendars. Data provided by the Center of Excellence and the U.S. Bureau of Labor Statistics indicate that demand for desktop publishers will continue to rise approximately 8.9% before 2020.	A. Strozer	TBD
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-Motion to adopt the need for and conduct a full review of AUTECH-112, 113, 116, 136, 180, 185, 190, 200; Motion by Jeremy Patrick, second by Lori Young. All in favor: Unanimous.

-Motion to adopt the need for and conduct a full review of NC.CAWT-060 & 061; Motion by Garrett Rieck, second by Mary Bates. All in favor: Unanimous.

WELD-135	Fundamentals of CNC Plasma Arc Cutting	3 units, 36 hours lecture, 54 hours lab <b>new SLO's (2), New co-requisite of WELD-100A.</b>	T. Baber	Fall 2019

-Motion to approve WELD-135; Motion by Mary Bates, second Lee Hilliard. All in favor: Unanimous.

NC.ESL-060	College Reading, Writing, and Grammar I	54 hours, <b>new SLO.</b>	H. MacLean	TBD

NC.ESL-061	College Listening and Speaking I	54 hours, <b>new SLO.</b>	H. MacLean	TBD
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**-Motion to approve NC.ESL-060 & 061; Motion by Garrett Rieck, second by Mary Bates. All in favor: Unanimous.**

	Certificate of Achievement	16.5 required certificate units, <b>new program SLO.</b>	T. Baber	TBD

**-Motion to approve the Metal Fabrication Certificate of Achievement; Motion by Lori Young second Lee Hilliard. All in favor: Unanimous.**

	Certificate of Competency	<del>2 required courses (NC.ESL-060 &amp; 061), 108 total hours,</del> <b>new Program SLO.</b>	H. MacLean	TBD

CWE-186AUTO	Cooperative Work Experience Education Automotive Technology (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186BUS	Cooperative Work Experience Education Business (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186CAWT	Cooperative Work Experience Education Computer Applications and Web Technologies (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019

CWE-186CNST	Cooperative Work Experience Education Construction (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186CPNT	Cooperative Work Experience Education Computer Networking (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186CULA	Cooperative Work Experience Education Culinary Arts (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186EDUC	Cooperative Work Experience Education Elementary Education (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186GMD	Cooperative Work Experience Education Graphic and Multimedia Design (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186ID	Cooperative Work Experience Education Interior Design (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186MEA	Cooperative Work Experience Education Media Entertainment Arts (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186MFGT	Cooperative Work Experience Education Manufacturing (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186PHOT	Cooperative Work Experience Education Photography (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186PLGL	Cooperative Work Experience Education Paralegal Studies (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186SIGN	Cooperative Work Experience Education Sign Language (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186THTR	Cooperative Work Experience Education Technical Theatre (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-186WELD	Cooperative Work Experience Education Welding (Unpaid)	1-4 units, 60 – 240 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019

CWE-188AUTO	Cooperative Work Experience Education Auto (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188BUS	Cooperative Work Experience Education Business (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188CAWT	Cooperative Work Experience Education Computer Applications and Web Technologies (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188CNST	Cooperative Work Experience Education Construction (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188CPNT	Cooperative Work Experience Education Computer Networking (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188CULA	Cooperative Work Experience Education Culinary Arts (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188EDUC	Cooperative Work Experience Education Elementary Education (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188GMD	Cooperative Work Experience Education Graphic and Multimedia Design (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
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CWE-188MEA	Cooperative Work Experience Education Media Entertainment Arts (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
CWE-188MFGT	Cooperative Work Experience Education Manufacturing (Paid)	1-4 units, 75 – 300 hours lab, <b>new SLO's (2).</b>	N. Faudree	Fall 2019
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### TECHNICAL CHANGES (COURSES) CONSENT CALENDAR

The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
NC.FIRT-001	Fall Firefighter In-Service Training	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-003	Spring Firefighter In-Service Training	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-004	Summer Firefighter In-Service Training	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-006	Fire Apparatus Driver/Operator - Tillered Apparatus	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-007	Fire Apparatus Driver/Operator - Wildland Fire Apparatus Operations	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-008	Fire Apparatus Driver/Operator - Water Tender Operations	Noncredit category changed to Health & Safety, TOP	D. Breshears	TBD

		Code changed to 2133.00 "Fire Technology".		
NC.FIRT-009A	Fire Investigation 1A – Basic Fire Investigation	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-009B	Fire Investigation 1B – Evidence and Documentation	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-009C	Fire Investigation 1C – Preparation for Legal Proceedings	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-010	Fire Apparatus Driver/Operator General	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-011	Fire Apparatus Driver/Operator Pump	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-012	Fire Apparatus Driver/Operator Tiller Truck	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-016	Instructor 1	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-017	Instructor 2	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-018	Instructor 3	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-020	I-200 Incident Command System	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-021	I-300 Intermediate ICS	Noncredit category changed to Health & Safety, TOP	D. Breshears	TBD

		Code changed to 2133.00 "Fire Technology".		
NC.FIRT-022	I-400 Advanced ICS	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-025	Incident Management of Major Fires	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-026	S-290 Intermediate Wildland Fire Behavior	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-027	S-390 Introduction to Wildland Fire Behavior Calculations	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-028	Incident Management of the Firefighter Emergency	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-047A	Fire Inspector 1A – Duties and Administration	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-047B	Fire Inspector 1B – Fire and Life Safety	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-047C	Fire Inspector 1C – Field Inspection	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-047D	Fire Inspector 1D – Field Inspection California Specific	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-048A	Fire Inspector 2A – Fire Prevention Administration	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-048B	Fire Inspector 2B – Fire and Life Safety Requirements	Noncredit category changed to Health & Safety, TOP	D. Breshears	TBD

		Code changed to 2133.00 "Fire Technology".		
NC.FIRT-048C	Fire Inspector 2C – Inspecting New and Existing Fire and Life Safety Systems and Equipment	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-048D	Fire Inspector 2D – Hazardous Materials, Operations, and Processes	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-070	Rescue Systems 1	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-071	Rescue Systems 2	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-072	Rescue Systems 3 (Continuing Education) (Collapse Structure)	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-075	Low Angle Rope Rescue	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-077	Rope Rescue Technician (Advanced Rope Rescue )	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-078	River Flood CE (AKA Swiftwater Rescue CE)	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-079	River and Flood Rescue 2	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-083	Swiftwater Helo (Continuing Education)	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 "Fire Technology".	D. Breshears	TBD
NC.FIRT-120	Company Officer 2A: Human Resource Management for Company Officers	Noncredit category changed to Health & Safety, TOP	D. Breshears	TBD

		Code changed to 2133.00 “Fire Technology”.		
NC.FIRT-121	Company Officer 2B: General Administrative Functions for Company Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-122	Company Officer 2C: Fire Inspections and Investigation for Company Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-123	Company Officer 2D: All-Risk Command Operations for Company Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-124	Company Officer 2E: Wildland Incident Operations for Company Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-125	Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-126	Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-127	Chief Fire Officer 3C: General Administrative Functions for Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-128	Chief Fire Officer 3D Emergency Service Delivery Responsibilities for Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-129	Executive Chief Fire Officer 4A: Human Resources Management for Executive Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-130	Executive Chief Fire Officer 4B: Community and Government Relations for Executive Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-131	Executive Chief Fire Officer 4C: Administration for Executive Chief Fire Officers	Noncredit category changed to Health & Safety, TOP	D. Breshears	TBD

		Code changed to 2133.00 “Fire Technology”.		
NC.FIRT-132	Executive Chief Fire Officer 4D: Emergency Services Delivery for Executive Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.FIRT-133	Executive Chief Fire Officer 4E: Health and Safety for Executive Chief Fire Officers	Noncredit category changed to Health & Safety, TOP Code changed to 2133.00 “Fire Technology”.	D. Breshears	TBD
NC.LFGD- 001A	Ocean Lifeguard Academy Orientation	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 001B	Ocean Lifeguard Academy	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 002A	Junior Lifeguard Cadet	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 002B	Junior Lifeguard Cadet Practicum	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 003	Ocean Lifeguard Recheck Instructor Training	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 004	Lifeguard Academy Instructor Training	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 005	Annual Ocean Lifeguard Recertification/Inservice – Professional	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 006A	Annual Ocean Lifeguard Recertification/Inservice – Recurrent	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD- 006B	Standard of Behavior CPOE	Noncredit category changed to Health & Safety, TOP	B. Lanich	TBD

		Code changed to 0835.70 “Aquatics & Lifesaving”.		
NC.LFGD-007A	Junior Lifeguard Instructor Certification Part 1	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-007B	Junior Lifeguard Instructor Certification Part 2	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-008A	Diver In-Service Training Part 1	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-008B	Diver In Service Training Part 2	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-009A	Rescue Watercraft In-Service	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-009B	Rescue Watercraft Instructor	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-010	Marine Firefighting Operations	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-011	Rescue Watercraft Basic	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-013	Rescue Boat Operations	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-014	BLS Instructor Certification	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 “Aquatics & Lifesaving”.	B. Lanich	TBD
NC.LFGD-015	EMT Recertification for Lifeguards – Professional	Noncredit category changed to Health & Safety, TOP	B. Lanich	TBD

		Code changed to 0835.70 "Aquatics & Lifesaving".		
NC.LFGD-016A	EMT Recertification for Lifeguards - Recurrent - Part 1	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-016B	EMT Recertification for Lifeguards - Recurrent - Part 2	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-017	Ocean Lifeguard Specialist Academy	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-018	Lifeguard Captain Orientation	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-020	Lifeguard Unit Operation	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-021	Paramedic Continuing Education	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD
NC.LFGD-025	Professional Lifeguard In-Service Training	Noncredit category changed to Health & Safety, TOP Code changed to 0835.70 "Aquatics & Lifesaving".	B. Lanich	TBD

## MODIFIED COURSES CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
ART-110	History of Art: Paleolithic to Renaissance	Revised description, objectives and content. Updated textbook.	M. McCaffrey/ N. Gelker	Fall 2019
ART-111	History of Art: Renaissance to Modern	Revised description, objectives and content. Updated textbook .	M. McCaffrey/ N. Gelker	Fall 2019

DANCE-100	Dance Appreciation	Revised objectives and content.	P. Smith/ D. Stanich	Fall 2019
DANCE-135	Beginning Tap Dance	Revised objectives and content. <b>Revised SLO's (3).</b>	P. Smith/ D. Stanich	Fall 2019
DANCE-180	Introduction to Yoga	Revised description, objectives and content. <b>Revised SLO's (3).</b>	P. Smith/ D. Stanich	Fall 2019
ENGL-101H	Honors English Composition	Revised description, objectives and content. Updated textbook. <b>Removed ENGL-091, 094, &amp; 096 as prerequisite options. Added DLA, 100% online and Hybrid options.</b>	A. Terzian	Fall 2019
ENGL-110	Composition and Literature	Revised objectives and content, updated textbooks. <b>Revised SLO's (2).</b>	A. Kaiserman	Fall 2019
ENGL-250	British Literature I	Revised objectives and content. <b>Revised SLO's (2), removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	M. Powell T. George L. Wallace	Fall 2019
ENGL-251	British Literature II	Revised objectives, updated textbooks, <b>Revised SLO, removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	M. Powell T. George L. Wallace	Fall 2019
ENGL-260	American Literature I	Revised objectives, <b>revised SLO, removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	C. Dimock C. Newcomer L. Byrnett	Fall 2019
ENGL-261	American Literature II	Revised objectives, updated textbooks, <b>removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	A. Kaiserman L. Burnett	Fall 2019
ENGL-273	World Literature I	Revised description, objectives and content. Updated textbook. <b>Removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	S. Onthank	Fall 2019
ENGL-274	World Literature II	Revised description, objectives and content. Updated textbook. <b>Revise SLO, removed ENGL-091, 094, &amp; 096 as prerequisite options.</b>	C. Dimock	Fall 2019
ENGR-096	Discover Engineering	Revised objectives.	D. Martinez	Fall 2019
ENGR-114	Solids Modeling for Mechanical Drafting	Revised objectives.	D. Martinez	Fall 2019

FIRETC-120	Hazardous Materials Chemistry	<b>Changed title (Formerly “Hazardous Materials”). Changed SAM code to Possible Occupations (Formerly Clearly Occupational).</b> Revised description, objectives and content. Updated textbook. <b>Removed SLO.</b>	K. Kawamoto	Fall 2019
GERMAN-102	Elementary German II	Updated textbook, <b>added DLA, 100% online and Hybrid options.</b>	C. Acosta	Fall 2019
HUMAN-100	Introduction to Studies in Humanities	Updated textbooks.	A. Kaiserman	Fall 2019
PHOTO-092L	Black and White Lab Practices	Updated textbooks.	W. Brill-Wynkoop	Fall 2019
PHOTO-093L	Digital Lab Practices	Updated textbooks.	W. Brill-Wynkoop	Fall 2019
PHOTO-094L	Studio Lab Practices	Updated textbooks.	W. Brill-Wynkoop	Fall 2019
PHOTO-095L	Chromogenic Color Lab Practices	Updated textbooks.	W. Brill-Wynkoop	Fall 2019
SPAN-202	Intermediate Spanish II	Updated textbooks.	C. Acosta	Fall 2019

### MODIFIED NONCREDIT COURSES CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
NC.VESL-001	Communication for Employment	Revised description, objectives and content. Updated textbook. <b>Revised SLO, Added NC.ESL-3A as recommended preparation.</b>	H. MacLean	Fall 2019

### MODIFIED INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSES CONSENT CALENDAR

The following course revisions were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in a technical review session. These courses will not be reviewed during this committee meeting, and the

authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
LESD-100	Basic Course Intensive	<b>Hours reduced to 200 lecture hours and 600 lab hours (formerly 880 total hours). Units reduced to 22 units (formerly 24 units).</b>	J. Farhat	Summer 2019
LESD-100A	Basic Academy – Part 1	<b>Hours reduced to 100 lecture hours and 300 lab hours (formerly 440 total hours). Units reduced to 11 units (formerly 12 units).</b>	J. Farhat	Summer 2019
LESD-100B	Basic Academy – Part 2	<b>Hours reduced to 100 lecture hours and 300 lab hours (formerly 440 total hours). Units reduced to 11 units (formerly 12 units).</b>	J. Farhat	Summer 2019

### DELETED COURSES CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
NC.FIRT-013	Fire Command 1A	Course will not be offered.	D. Breshears	TBD
NC.FIRT-014	Fire Command 1B	Course will not be offered.	D. Breshears	TBD
NC.FIRT-015	Fire Command 1C	Course will not be offered.	D. Breshears	TBD

### DELETED PROGRAMS CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
Annual Ocean Lifeguard Recertification – Professional	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A

Annual Ocean Lifeguard Recertification – Recurrent	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Beginning Fire Apparatus Driver/Operator	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Chief Fire Officer	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Company Fire Officer	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
EMT Recertification for Lifeguards	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Executive Chief Fire Officer	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Command	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Incident Management	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Inspector	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Inspector 2	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Instructor Training	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Fire Investigation	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Incident Command System	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Intermediate Fire Apparatus Driver/Operator	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A

Junior Lifeguard Cadet	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Junior Lifeguard Instructor Certification	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Lifeguard Academy Instructor	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Ocean Lifeguard Academy	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Ocean Lifeguard Recheck Instructor	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Ocean Lifeguard Specialist Academy	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Ocean Lifeguard Specialist Academy – Professional	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Paramedic Continuing Education	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Rescue Boat Qualified	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Rescue Systems	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Rescue Watercraft Instructor	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Rescue Watercraft Operator	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Rope Rescue	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A
Swift Water Rescue	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A

Underwater Rescue and Recovery Unit	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	B. Lanich	N/A
Wildland Fire Behavior	Certificate of Completion	Courses re-categorized; new category not eligible for certificate program.	D. Breshears	N/A

### NEW DISTANCE LEARNING ADDENDUMS CONSENT CALENDAR

The following is a summary of new Distance Learning Addendums (DLA s) that were reviewed in technical review sessions and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA s are not required to attend this meeting.

Subject & Number	Title	Type of Delivery	Author
ENGL-101H	Honors English Composition	100% online and Hybrid options.	A. Terzian
GERMAN-102	Elementary German II	100% online and Hybrid options.	C. Acosta

### NEW/MODIFIED PREREQUISITES CONSENT CALENDAR

The following is a summary of new and modified prerequisites that are being approved as part of the Consent Calendar of this agenda.

Subject & Number	Title	Suggested Enrollment Limitation	Author
ENGL-101H	Honors English Composition	Removed ENGL-091, 094, & 096 as prerequisite options.	A. Terzian
ENGL-250	British Literature I	Removed ENGL-091, 094, & 096 as prerequisite options.	M. Powell T. George L. Wallace
ENGL-251	British Literature II	Removed ENGL-091, 094, & 096 as prerequisite options.	A. Kaiserman L. Burnett
ENGL-260	American Literature I	Removed ENGL-091, 094, & 096 as prerequisite options.	C. Dimock C. Newcomer L. Byrnett
ENGL-261	American Literature II	Removed ENGL-091, 094, & 096 as prerequisite options.	A. Kaiserman L. Burnett
ENGL-273	World Literature I	Removed ENGL-091, 094, & 096 as prerequisite options.	S. Onthank
ENGL-274	World Literature II	Removed ENGL-091, 094, & 096 as prerequisite options.	C. Dimock
NC.VESL-001	Communication for Employment	Added NC.ESL-3A as recommended preparation.	H. MacLean
WELD-135	Fundamentals of CNC Plasma Arc Cutting	New co-requisite of WELD-100A.	T. Baber

**-Motion to approve the 05/02/2019 Consent Calendar as presented above; Motion by Jeremy Patrich, second Susan Ling. All in favor: Unanimous.**

**Discussion Items:**

- Garrett Rieck provided an update to the committee on the Career and Noncredit Institute he recently attended.

New Credit Courses	33	Modified Noncredit Courses	80	Modified Prerequisites	8
New Noncredit Courses	2	New DLA's	2	Deleted Courses	3
New Programs	1	New SLO's	71	Deleted Programs	31
Modified Programs	-0-	Modified SLO's	15	Proposals Reviewed in Technical Review Session	28
Modified Credit Courses	26	New Prerequisites	1	Proposals Returned from Technical Review Session	-0-

April 25, 2019

Academic Senate President's Report

1. ASCCC Spring 2019 Plenary

- Celebration of 50 years of the organization
  - Some reflection and looking back through history was shared in a document put together by David Morse, [“The History of the ASCCC Project: The Founding of the ASCCC.”](#)
  - The [April 2019 ASCCC rostrum](#) was shared.
- Words of wisdom from past ASCCC Presidents:
  - Regina Stanback-Stroud, Skyline College President
    - “Be prepared; do your homework on an issue”
    - “Pay attention to how you speak in a conversation”
    - “Not enough to be right; must establish effective relationships”
    - “Study those who succeed at convincing others.”
    - “Shut up when you win”
  - Bill Scroggins, Mount San Antonio College President
    - “Make sure you get evidence in minutes for decision making”
    - “Don’t assume administrators have evidence to support their positions; many of them could be basing their position on experience.”
    - “Those who write the papers shape the policy.” [He used this as ASCCC President, but recommends for local level.]
    - “Maximum influence is created by listening and building from what you hear.”
    - “Don’t lead with the idea; build solutions with the group”
    - “Stay focused on why you care (your passion and values) to keep you focused on the path as the senate work is never done.”
  - Mark Lieu, Dean Ohlone College
    - “Don’t take issues to heart”
    - “Changes can happen quickly, so be prepared and pay attention”
    - “Have empathy”
    - “Consider other perspectives
  - Julie Bruno, Faculty Sierra College
    - “Its about the work, not you”
    - “be persistent”
    - “Find others who hold perspectives different from your own and ask them for advice frequently”
    - “New faculty may not have the history or context and there is a need to be educated on academic freedom, tenure, 10+1, etc.”
- Foundation Area Competition – Area C wins 2<sup>nd</sup> year in a row! Area C raised most funds (\$2,960) and had most donors. There were two awards given. Total raised was \$6170. Funds are used to support scholarships for faculty to attend ASCCC Plenary and other events.
- ASCCC Resolutions:
  - Oppose AB 130 (Low), which would establish an Office of Higher Education Performance and Accountability which six public members not appointed by the three state Academic Senates (ASCCC, UC, CSU)

- Support AB 302 (Berman) which would require colleges to have a plan to for allowing homeless students to sleep overnight in their cars in college parking lots.
- Support for Student Parents' with Early Learning/Child Development Lab Schools
- Request for BOG to undergo Collegiality in Action Training
- Variety of resolutions related to OER – such as documenting OER in COR and accessibility for publisher-generated materials.
- Four new papers adopted: *Noncredit Instruction: Opportunity & Challenge*; *The Role of Library Faculty in the California Community College*; *Effect Practices for Online Tutoring*; *Work-based Learning in California Community Colleges*
- ASCCC Executive Committee Elections

## 2. PAC-B Update

- The Instruction meeting this week cancelled. Dr. Buckley was not available. Thus the meeting is rescheduled for 4/29/19 and the focus will be the FC requests for Academic Affairs
  - Separate list for the FC associated with Course Coordinators
  - Separate list for Equipment FC
- The 4/8/19 meeting focused on the FC for the other Executive Cabinet areas (Business Services, Student Services, Human Resources, Technology, PIO).
  - There requests are separated out as FC and there is no evidence as to how the FC request fits into the over budget requests per area.
  - Requests moved to the Augmentation list may be listed as 7777 or 9999. This means it was removed from consideration of funding.
  - All budget request for Academic Senate for additional funds where moved to 9999 and will not be considered for budget request. The number of people attending the Curriculum Institute will be reduced.
  - Majority of the requests for FC for these areas are for overtime; contracts for software, additional PT hours, including staffing for BaNC

## 3. Mental Health Forum – joint with ASG and Classified Senate

Special thank you to ASG for providing the food! There were about 25 people attending. The panel, Michelle LaBrie, Larry Schaller, Garrett Hooper, Nicole Faudree, did a fabulous job! Suggestions for improvement:

- Compile Resource Guide for Faculty to use
- Use outdoor space with a lending program of towel, yoga mats, blankets – as the library can be too quiet for some students and cafeteria too loud for others
- ASG would like to do this again but with more advertising and change the time of day to lunch hour; and move location closer to Student Center

## 4. Preliminary Results for Vote of No Confidence in Eloy Oakley

- 76% yes for Adjunct faculty (response rate is 3.7%)
- 92% yes for FT faculty (response rate is 17%)

## 5. Dual Enrollment Task Force

- First meeting held 3/29/19 and second one this Friday, 4/26/19
- Suggestion from the first meeting is to create a Handbook which would have resource information for faculty,

## Academic Senate 04.25.2019

### GP Liaison Report

#### Meta-major GMD Results

- Highlight GMD students concept
  - Show standard option #2
  - Show standard option #3
- GMD student Marty Pfeiffer presented on April 18<sup>h</sup> the [Meta Major Visual Kickstart Proposal](#). Marty did 3 concept visuals however the hope was for poster concept visuals. This information was presented to the Meta Majors workgroup. Student explored what school names and icons would look like on a T-shirt Hanes brand design. However, this brand is limited in color options. The colors used were matched to the T-shirt options. Marty used a custom font which has no rounded areas just straight lines.
- Several printed info concept cards were shared and are based on what Mt. Sac presents to their students. The Meta Majors workgroup likes the poster concept using this same idea. The trendy hashtag line “find your tribe” which is popular on social media may not work well to promote at the college. Instead at the bottom of the concept cards it may have the COC logo or just read as College of the Canyons.
- Some schools came up with tag lines. The sample icons were based on samples sent by Rebecca which were collected from different schools last spring. There is a need to go back to the schools discuss icons. There is a way to contract student Marty so he can go back to the schools to create unique icons, keeping in mind copyrighting. There will be a meeting with PIO to discuss how the graphics will be compatible with the COC web and mobile site.
- There was conversation regarding the colors that a school uses and how those colors could elicit a feeling. Students in the meeting were more concerned about the content delivered and not so much about the colors. Marty may be contracted to develop and second, third and fourth option with the fourth being a blend based on the discussion the schools have. Printing goes through the GMD lab and possibly an outside vendor. Erika will collect printing cost information. This discussion will move into the fall.

#### Mapping Update

- Invites sent out for April 26th, May 3th, May 17th – Rooms TBD (a follow up email will provide room and stipend information)
  - RSVP to Erika and/or Tara
- GP Discussion and basic mapping activities

#### CougarPALOOZA (Celebration of Students and Student Success)

- [Cougar PALOOZA Flyer](#) was shared at the meeting
- Save the dates have been sent out for Tuesday, May 14th in the Honor Grove from 3pm-5pm
- Showcasing IE(2) workgroup activities and LEAP Solution Team Projects
- Food, games, and music...fun for the whole class!

## Guided Pathways Student Services Liaison Report

Academic Senate 05.09.2019

### **Meta-Majors Update:**

- PIO/website design integration with GMD student concepts
- Next steps

### **Mapping:**

- Two mapping workshops completed; third workshop for Friday, May 17<sup>th</sup>
  - Can RSVP through email Outlook meeting request (this will be sent out by Monday, May 13<sup>th</sup>)
  - Option to meet 1:1 with a counselor if departments are not able to attend
- Considerations/recommendations from faculty feedback
- Technology considerations – website vs mobile capabilities
- Next steps

### **Save the Date:**

- CougarPALOOZA is May 14<sup>th</sup> in the Honor Grove from 3pm-5pm
  - View work completed by IE2, subcommittees, and LEAP solution team final projects

## **CASL Recommendations and Guidelines for the Academic Senate**

1. All departments should have their course SLOs mapped to the program SLOs by the end of SPRING 2020.
2. All departments should have their Program SLOs mapped to Institutional SLOs by the end of SPRING 2020.
3. All departments should have assessed their program SLOs and closed the loop, including completing an action plan in eLumen, by FALL 2020.
4. Departments with single section courses should assess and collect data via eLumen until there are between 45 and 50 student assessment records before closing the loop, especially if disaggregating the data from those student records.
5. Assessment data from courses that are only assessed in summer and winter intersessions will be recorded outside of eLumen. The SLO Technician will keep a repository of the data and loop closings resulting from those summer and winter courses.
6. Curricular and Assessment Coordinators and Department Chairs are recommended to use the SLO coordinators and SLO technicians to assist.

## **BP 4250 Academic Standards - Academic Probation, Dismissal, and Readmission**

### **References:**

*Education Code Section 70902(b) (3); Title 5 Sections 55030-55034*

#### **4250.1 Definitions**

(A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.

(B) Units enrolled - All units of credit for which the student is enrolled ~~after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, and will earn a notation on the transcript~~ at College of the Canyons.

(C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.

(D) Appeals - For the purpose of this academic standing policy, an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

#### **4250.2 ~~Standards - Academic - Probation~~ (A1)**

A student at College of the Canyons shall be placed on academic\_ probation when the student has completed a minimum of 12 graded semester units and the student has a cumulative grade-point average of less than a 2.0. Units and grade point average for Academic Standards are calculated using College of the Canyons values only. Outside coursework is not taken into consideration.

- A. A registration hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to re-enroll. (See AP 4250)

#### **4250.3 ~~Standards - Academic - Subject to Dismissal~~ (A2)**

A student shall be placed on academic - subject to dismissal for ~~academic performance after being placed on probation and~~ having earned a cumulative grade-point average below a 2.0 in all units attempted for two consecutive semesters, at College of the Canyons.

- A. A hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to enroll. (See AP 4250)  
B. The student will lose priority enrollment.  
C. The student will no longer be eligible for the California College Promise Grant.  
D. The student must meet the requirements to re-enroll. (See AP 4250)

#### **4250.4 ~~Standards - Academic - Dismissal~~ (AD)**

~~A student shall be placed on Academic dismissal will occur when the student has earned a cumulative grade-point average of less than a 2.0 in all units attempted for three consecutive semesters, at College of the Canyons.~~

~~A. The student will be dismissed for one semester (fall or spring) from College of the Canyons.~~

~~B. A hold will be placed on the student's record to prevent enrollment for one term (fall or spring).~~

~~C. The student will lose priority enrollment when the student returns to enroll in future terms.~~

~~—The student will no longer be eligible for the California College Promise Grant.~~

~~D.~~

~~—After sitting out one semester (fall or spring) the student must meet the requirements to enroll. (See AP 4250)~~

~~—4250.5 Removal from Probation, Subject to Dismissal and Dismissal~~

~~—~~

~~(1) Academic probation. A student on academic probation for a grade-point deficiency shall be removed from probation when the student's cumulative College of the Canyons grade-point average is 2.0 or higher.~~

E.

#### 4250.6 Exceptions to Academic - Dismissal

A student who ~~is~~ has been placed on academic - dismissed will be automatically continued for one semester in academic - subject-to-dismissal status ~~under the following conditions:~~

~~(1) Academic: When,~~ in the most recent semester of enrollment, the student enrolled in credit-bearing and graded classes and earned a semester grade-point average of 2.25-0 or higher.

A. The student's enrollment priority will be reinstated.

B. The student's California College Promise Grant eligibility will be reinstated.

#### 4250.7 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures: in AP 4250.

~~Continuation may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Students are continued in subject-to-dismissal status in accordance with Board Policy 4250.8.~~

#### 4250.8 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student ~~must consult with a counselor, prior to the start of the semester, to formulate a corrective educational plan and to obtain approval to enroll.~~ will be readmitted after making an appointment with a counselor to sign a contract for probationary reinstatement.

~~Re-admission may be granted, denied, or postponed subject to fulfillment of conditions prescribed by the College. Readmitted students are returned in subject-to-dismissal status in accordance with this policy.~~

Revised Date:

Next Review Date:

JR Draft 1/2/19

## AP 4250 Academic Standing - Academic

### References:

*Education Code Section 70902(b) (3); Title 5 Sections 55030-55034*

#### 4250.1 Academic - Probation (A1)

- A. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
  - a. At the end of the first semester, after earning at least 12 units, in which the student's cumulative grade point average in College of the Canyons coursework falls below a 2.0, a notification email will be sent informing the student they have been placed on academic probation.
  - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic probation on enrollment priority and financial aid eligibility, and resources available.
  - c. The email will be sent to the student's My Canyons email address.
  - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on academic - probation, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a probation workshop.
  - a. The workshops are held in person and online.
  - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
  - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
  - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
  - e. Once a student attends a workshop, the hold will be removed within 24 hours.

#### 4250.2 Academic - Subject to Dismissal (A2)

- A. Each student is entitled to be notified of his/her academic difficulty and the availability of college support services to respond to the academic difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
  - a. At the end of the semester in which the student's cumulative grade point average in

College of the Canyons coursework falls below a 2.0 for two consecutive semesters, a notification email will be sent informing the student of the change of status to academic - subject to dismissal.

- b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic - subject to dismissal has on enrollment priority and financial aid eligibility, and resources available.
  - c. The email will be sent to the student's My Canyons email address.
  - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on academic - subject to dismissal, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a subject to dismissal workshop.
- a. The workshops are held in person and online.
  - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
  - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
  - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
  - e. Once a student attends a workshop, the hold will be removed within 24 hours.
- E. Students on academic - subject to dismissal lose enrollment priority and eligibility for the California College Promise Grant.
- a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
  - b. If the student earned at least a 2.0 or higher semester GPA in the last semester (fall or spring) at College of the Canyons, the student may continue to enroll at College of the Canyons:
    - i. The student will not lose their enrollment priority.
    - ii. The student will not lose their eligibility for the California College Promise Grant.
  - c. If the student's cumulative GPA remains below a 2.0, the student will continue to remain on academic - subject to dismissal status and must attend a subject to dismissal workshop to have the registration hold removed.

#### 4250.3 Academic - Dismissal (AD)

- A. Notification will consist, at a minimum, of the following:
- a. At the end of the semester, in which the student's cumulative grade point average in College of the Canyons coursework falls below a 2.0 for three consecutive semesters, a

notification email will be sent informing the student of the change of status to academic dismissal.

- b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of academic - dismissal on enrollment priority and financial aid eligibility, and resources available.
  - c. The email will be sent to the student's My Canyons email address.
  - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
- C. A hold will be placed on the student's record to prevent enrollment until the student meets with a counselor.
- D. The student will lose priority enrollment, when the student returns to enroll in future terms.
- E. The student will no longer be eligible for the California College Promise Grant.
- F. To have the hold removed from the student's record, the student must sit out one semester (fall or spring), then return to the College to meet with a counselor. The counselor will work with the student to complete a contract for probationary reinstatement.
- G. A student may appeal the academic - dismissal.
- a. If there were extenuating circumstances that caused the student to be on academic - dismissal status, the student has the right to appeal.
  - b. All appeals must be submitted by the deadline as set on the appeal form. The appeal form is located on the Counseling website or in the Counseling office.
- H. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. This appeal is available in the Admissions and Records office.
- I. A student who has been placed on academic dismissal will be automatically continued for one semester in dismissal status without interruption when, in the most recent semester (fall or spring), the student earned at least a 2.0 or higher semester GPA.
- a. The hold will be removed.
  - b. The student will not lose their enrollment priority.
  - c. The student will not lose their eligibility for the California College Promise Grant.
  - d. If the student's cumulative GPA remains below a 2.0, they will continue to remain on academic - dismissal status.

Revised Date:

Next Review Date:

JR Draft 1/2/19

## BP 4251 Academic Standing - Progress

### References:

*Education Code Section 70902(b) (3); Title 5 Sections 55030-55034*

### 4251.1 Definitions

- (A) Units attempted - For probation, subject to dismissal, and dismissal purposes only, all units of credit in which the student is enrolled at College of the Canyons.
- (B) Units enrolled - All units of credit for which the student is enrolled after the first two weeks or 20 percent of the time the class is scheduled to meet, whichever is less, and will earn a notation on the transcript at College of the Canyons.
- (C) Consecutive Semesters - Enrollment in two semesters (fall and spring) or enrollment in one semester, followed by a break, then enrollment in another full semester. Summer sessions and intersessions shall not be considered when calculating consecutive semesters.
- (D) Appeals - For the purpose of this academic standing policy an appeal is a student initiated petition to modify the conditions for readmission after academic dismissal.

### 4251.2 Progress - Probation (P1)

A student who has enrolled in a total of at least 12 semester units as shown by the transcript shall be placed on progress - probation when the percentage of all units in which a student has enrolled at College of the Canyons and for which entries of W (withdraw), I (Incomplete), and NP (No Pass) are recorded reaches or exceeds fifty percent (50%). Units for Progress Standards are calculated using College of the Canyons values only. Outside coursework is not taken into consideration. A registration hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to re-enroll. (See AP 4251)

### 4251.3 Progress - Subject to Dismissal (P2)

A student shall be placed on progress - subject to dismissal when the cumulative percentage of enrolled units, for which entries of W, I, and NP are recorded in two consecutive semesters at College of the Canyons reaches or exceeds fifty percent (50%).

- A. A hold will be placed on a student's record to prevent enrollment into a future term until the student has met the requirements to enroll. (See AP 4251)
- B. The student will lose priority enrollment.
- C. The student will no longer be eligible for the California College Promise Grant.
- D. The student must meet the requirements to enroll. (See AP 4251)

#### 4251.4 Progress Dismissal (PD)

A student shall be placed on progress - dismissal when the cumulative percentage of enrolled units at College of the Canyons, for which entries of W, I, and NP are recorded in three consecutive semesters reaches or exceeds fifty percent (50%).

- A. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
- B. A hold will be placed on the student's record to prevent enrollment for one term (fall or spring).
- C. The student will lose priority enrollment when the student returns to enroll in future terms.
- D. The student will no longer be eligible for the California College Promise Grant.
- E. After sitting out one semester (fall or spring) the student must meet the requirements to enroll.  
(See AP 4251)

#### 4251.6 Exceptions to Progress - Dismissal

A student who has been placed on progress - dismissal will be automatically continued for one semester in progress - dismissal status when, in the most recent semester of enrollment, the student completed more than 75 percent of the semester units in which the student enrolled.

- A. The student's enrollment priority will be reinstated.
- B. The student's California College Promise Grant eligibility will be reinstated.

#### 4251.7 Appeal of Dismissal

A student who has been dismissed and wishes to continue the next semester may submit a written appeal in compliance with College procedures in AP 4251.

#### 4251.8 Readmission after Dismissal

A student who has been dismissed may request reinstatement after one semester has elapsed (excluding summer sessions and intersessions). The student will be readmitted after making an appointment with a counselor to sign a contract for probationary reinstatement.

Revised:

Next Review Date:

JR Draft 1/2/19

## AP 4251 Progress Standing - Progress

### References:

*Education Code Section 70902(b) (3); Title 5 Sections 55030-55034*

#### 4251.1 Progress - Probation (P1)

- A. Each student is entitled to be notified of his/her progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
  - a. At the end of the first semester, after completion of at least 12 units, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, a notification email will be sent informing the student they have been placed on progress probation.
  - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress - probation on enrollment priority and financial aid eligibility, and resources available.
  - c. The email will be sent to the student's My Canyons email address.
  - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on progress - probation, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a workshop for students on progress - probation.
  - a. The workshops are held in person and online.
  - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
  - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
  - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
  - e. Once a student attends a workshop, the hold will be removed within 24 hours.

#### 4251.2 Progress - Subject to Dismissal (P2)

- A. Each student is entitled to be notified of his/her progress difficulty and the availability of college support services to respond to the progress difficulty before the student is dismissed.
- B. Notification will consist, at a minimum, of the following:
  - a. At the end of the semester, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (INC), and/or No Pass (NP) notations that reaches or exceeds 50%, for two consecutive semesters, a notification email will be sent informing the student of the change of status to progress subject to dismissal.
  - b. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress subject to dismissal has on enrollment priority and financial aid eligibility, and resources available.
  - c. The email will be sent to the student's My Canyons email address.
  - d. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - e. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- C. When a student is placed on progress subject to dismissal, the student will have a hold placed on their record.
- D. To have the hold removed, the student must attend a workshop for students on progress - subject to dismissal.
  - a. The workshops are held in person and online.
  - b. The student must sign up for a workshop at least 2 days in advance of the workshop's day and time.
  - c. The workshop signups are available on the Counseling website, the link is included in the notification email.
  - d. The workshops are primarily offered in the summer and winter terms. A few workshops are held during the fall and spring semesters for late start course enrollment.
  - e. Once a student attends a workshop, the hold will be removed within 24 hours.
- E. Students on progress - subject to dismissal lose enrollment priority and eligibility for the California College Promise Grant.
  - a. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. The appeal form is available in the Admissions and Records office.
  - b. If a student has completed more than 75 percent of the semester units in which the student enrolled in the last semester (fall or spring) at College of the Canyons:
    - i. The student will not lose their enrollment priority.
    - ii. The student will not lose their eligibility for the California College Promise Grant.

- c. If the student's cumulative percentage of all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, they will continue to remain on progress - subject to dismissal status and must attend a subject to dismissal workshop.

4251.3      Progress - Dismissal (PD)

- A. Notification will consist, at a minimum, of the following:
  - e. At the end of the semester, in which the percentage all the units a student attempted at College of the Canyons are withdrawals (W), incompletes (INC), and/or No Pass (NP) notations that reaches or exceeds 50%, for three consecutive semesters, a notification email will be sent informing the student of the change of status to academic - dismissal.
  - f. The email will explain the basis for the status change, the conditional requirements to continue at College of the Canyons, the impact of progress - dismissal on enrollment priority and financial aid eligibility, and resources available.
  - g. The email will be sent to the student's My Canyons email address.
  - h. An email to the student's personal email and a text message (if available) will be sent informing the student to check their My Canyons email for important registration information.
  - i. The College will make an attempt, as resources are available, to contact the student by phone to assist the student in accessing the resources available to continue their education.
- B. The student will be dismissed for one semester (fall or spring) from College of the Canyons.
- C. A hold will be placed on the student's record to prevent enrollment until the student meets with a counselor.
- D. The student will lose priority enrollment, when the student returns to enroll in future terms.
- E. The student will no longer be eligible for the California College Promise Grant.
- F. To have the hold removed from the student's record, the student must sit out one semester (fall or spring), then return to the College to meet with a counselor. The counselor will work with the student to complete a contract for probationary reinstatement.
- G. A student may appeal the progress - dismissal.
  - a. If there were extenuating circumstances that caused the student to be placed on progress - dismissal status, the student has the right to appeal.
  - b. All appeals must be submitted by the deadline as set on the appeal form. The appeal form is located on the Counseling website or in the Counseling office.
- H. A student may appeal the loss of enrollment priority and/or the loss of the California College Promise Grant. This appeal is available in the Admissions and Records office.
- I. A student who has been placed on progress - dismissal will be automatically continued for one semester in dismissal status without interruption when, in the most recent semester,

the student completed more than 75 percent of the semester units in which the student enrolled.

- a. The hold will be removed.
- b. The student will not lose their enrollment priority.
- c. The student will not lose their eligibility for the California College Promise Grant.
- d. If the student's cumulative percentage of all the units attempted at College of the Canyons are withdrawals (W), incompletes (I), and/or No Pass (NP) notations that reaches or exceeds 50%, they will continue to remain on progress dismissal status.

Revised Date:

Next Review Date:

JR Draft 1/2/1

# CWEE District Plan

## PART I

### CONTACT INFORMATION

#### DISTRICT/College(s)

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

Santa Clarita Community College District		
College of Canyons		

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

**Name:** Gina M. Bogna  
Program

**Title:** Dean Career Services and Special

**District:** Santa Clarita Community College

**Email:** gina.bogna@canyons.edu

**Phone:** (661)362-3376

**PART II**  
**RESPONSES TO PLAN REQUIREMENTS**

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

**(1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor** (§55251)

Date plan approved by local board: \_\_\_\_\_ *(Please also attach Board minutes or other documentation.)*

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

The Cooperative Work Experience Education (CWEE) District Plan was reviewed by the Dean of Career Service and Special Programs, CWEE Department Chair, CWEE Curricular Coordinator, CWEE Support Staff, and Assistant Superintendent/Vice President of Academic Affairs.

This plan will be presented to the Curriculum Committee and the Academic Senate in early spring 2019 prior to submitting to the Board of Trustees for approval.

**(2) Specific description of** (§55251):

**(a) District responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**District Services.** (§55255).

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.

(3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

☒ District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

The SCCCD will provide resources for the fulfillment of the required District Responsibilities and Services. On January 28, 2019 the district implemented a decision to split CWE into two areas: academic and student services. The college employs a Dean of Career Services, a CWEE Faculty Dept Chair, adjunct faculty and a permanent part-time staff to coordinate CWEE program activities. Duties of the Faculty Dept Chair include but not limited to hiring faculty, Instructional Program Review, curriculum development and outcomes. Duties of the Dean includes but not limited to: plan and implement, Student Services Program Review and budget, classified staff, student records, internship development, and day-to-day operation. In limited situations, as defined in guidelines issued by the CCCO, the district will substitute approved alternatives to "in-person" consultations with employers/ supervisors. Alternative methods and circumstances will be documented. If reasonably possible, in-person consultations will be conducted to access students' educational growth on-the-job. Many valuable outcomes occur from the in-person consultations such as evaluate learning objectives, develop employer relationships, inform employers about COC programs, educate faculty about latest trends in industry, ensure site safety and legitimacy (within the reasonable expertise of CWEE faculty), market/ expand programs and create credibility for the CWEE program. When the college permits enrollment in an unpaid internship, the district personnel responsible for the arrangement are expected to exercise reasonable judgment in determining both the legitimacy of the worksite and that the worksite supervisor ensures the safety of the worksite (provides reasonable assurance). The district's prior experience with the employer, the employer's reputation in the community and the type of work involved are criteria that district personnel may consider to make such a determination. The employer, district and student share responsibility in determining whether the student's experience will be adequate for the unpaid internship placement.

(a) ***District responsibilities***

*Background: Title 5 criteria and requirements*

**Records.** (§55256).

(a) The district shall maintain records which shall include at least the following::

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.
- (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.

- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
  - (2) Personal consultation(s) with the student.
  - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
  - (4) The final grade.

☒ District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

College of the Canyons has developed standard written agreements to maintain records. The agreement documents covers all of the above requirements. The documents are signed and dated by the student, the employer/supervisor, and the district faculty representative.

The agreements are as follows:

1. Student Contact Form: Listing student and employer contact information , CWEE course and unit enrollment, student's job duties, educational and career goals, and number of hours the student expects to work each week.
2. Workplace Project Agreement Form: The student's learning objectives are written on this form and the form is signed and dated by the student, the employer/supervisor, and district faculty.
3. Employer Evaluation: At the conclusion of the semester, the employer/supervisor evaluates the student's achievement of their workplace learning objectives.
4. Timesheets: The employer/supervisor verifies the number of work hours completed by the students in order to validate the number of CWEE units earned.
5. Agreements are digitally scanned for permanent record keeping for each student. Each file also denotes the student's final grade.
6. If a student is a minor and has not graduated from high school, the district will maintain a copy of the student's work permit in the student's file.

The District retains the right to change the title and content of the agreement forms and also assures it will continue to comply with the requirements of this District Plan.

**(b) Student responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Student Qualifications**. (§55254).

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
  - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
  - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
  - (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

College of the Canyons will comply with the requirements of section 55254, Student Qualifications, and section 55251, District Responsibilities relevant to Student Responsibilities and Student Qualifications.

A CWEE website and online pre-enrollment orientation have been developed to help students understand the Student Qualifications and their responsibilities for successful completion of the Cooperative Work Experience Education course(s).

Faculty or CWEE coordinator will: 1) review and approve documented new or expanded responsibilities or learning opportunities beyond those experienced during previous employment and previous enrollments in CWEE courses 2) ensure students are enrolled in CWEE courses that contribute to their occupational or education goals 3) ensure students are appropriately enrolled in "General" Work Experience or the appropriate "Occupational " CWEE section.

Faculty members must also review and sign the forms listed under the above Records section (55256) to ensure Student Qualifications are enforced.

(c) **Employer responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Records.** (§55256).

(a) The district shall maintain records which shall include at least the following:

(1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

(2) A record of the work permit issued, if applicable, signed by the designated issuing agent.

(3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

(4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

(1) Consultation(s) in person with the employer or designated representative.

(2) Personal consultation(s) with the student.

(3) Evaluation of the student's achievement of the on-the-job learning objectives.

(4) The final grade.

**Job Learning Stations.** (§55257)

Job learning stations shall meet the following criteria:

(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.

(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.

(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.

(d) Employers agree to comply with all appropriate federal and state employment regulations.

☒ District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

Employer Responsibilities: Employer records are kept by the district using the same agreements as mentioned under "District Responsibilities - Records" section of this plan (section 55256):

1) The "Student Contact Form" includes type of CWEE, Occupational or General, and units in which student is enrolled. The form is reviewed and signed by faculty or CWEE coordinator

2) Work permit documentation will be maintained, if applicable

3) Timesheets will be signed by the employer/supervisor and students, placed in the student's file and maintained by the District

4) New or expanded on-the-job measurable learning objective(s) will be documented on the Workplace Project Agreement form and signed and dated by academic personnel, the employer or designated representative and the student.

The form includes:

1) employer agreement to provide supervision and guidance to ensure educational benefit

2) agreement to comply with all appropriate federal and state employment regulations.

(c) **Employer responsibilities** (§55251):

*Background: Title 5 criteria and requirements*

**Consultation(s) in person with the employer.** (§55255).

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations is attached.

☒ District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

☐ District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

College of the Canyons qualified faculty will provide in-person consultations with the employer at least once each semester for each student, if reasonably possible.

The CWEE office maintains and references the "Alternatives to In-Person Consultations" guide penned by Jose Millan. We adhere to the principals outlined in the guide to maintain the integrity of our program and the student's experience. In-person consultations with employers will be completed in most circumstances. At the discretion of the faculty, we exercise an alternative method for sites beyond the district boundaries.

In those circumstances in which the alternatives to consultations in person are used, the District will adhere to the specified guidelines in the Records section of this District Plan and in the "Alternatives to In-Person Consultations" authored by Jose Millan, California Community College Vice Chancellor, Economic Development and Workforce Preparation, Dated April 2009 and required by Title 5, California Code of Regulations, Section 55255(c), "District Services."

**(d) Other cooperating agencies in the operation of the program, if any. (§55251)**

Comments on other cooperating agencies in the operation of the program, if any.

College of the Canyons will continue to collaborate with cooperating agencies. Cooperating agencies have the possibility of positively impacting students by: providing outstanding career and workplace preparation, providing students with opportunities to understand important concepts, developing essential skills, and applying what they learn in the classroom to real-world problems in the workplace. Cooperating agencies enable students and the college to use the community as the classroom and provide employers the opportunity to actively participate in the education and training of their future workforce.

Agencies/employers provide faculty coordinators with up-to-date industry specific information, anticipated employment needs, job and internship placement opportunities and many other advantages.

**(3) Specific description of each type of CWEE (§55251):**

Types of Cooperative Work Experience Education (§55252)

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- ☒ (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.
- ☒ (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal.
- ☒ Minor Students in Work Experience

All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).

- ☒ Work Experience Programs for Students with Developmental Disabilities. (§55250.4)

The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.

The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

- ☐ Work Experience Education Involving Apprenticeable Occupations. (§55250.5)

Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

**(4) A description of HOW the district will** (§55251)

- (a) Provide guidance services** (§55251):

Describe the specifics on how district will achieve this requirement.

"General" and "Occupational" Work Experience Education will be offered.

College of the Canyons Dean of Career Service acting as director, CWEE Classified Coordinator, and faculty work directly with Student Services Counselors and Advisors and Admission and Records staff to ensure proper guidance for students enrolling in Cooperative Work Experience Education.

The CWEE website provides faculty, college guidance personnel, and students with online access to CWEE information, guidance, and resources.

The Dean of Career Services, faculty, and support staff work directly with Career Services staff to assist students with job search skills, resume writing, interview techniques, and other employment related activities.

CWEE pre-enrollment online orientation orients the student with the expectations of enrolling in an internship and to consider the work/school/life balance. Our seasoned staff is also available to advise students on current CWEE course requirements, enrollment process, policies and procedures, and internship opportunities. CWEE faculty reiterate policies and outline assignments in the course syllabus.

Disabled Students Programs and Services (DSPS) counselors assist CWEE faculty in determining the best course of student guidance relevant to work-based learning opportunities.

**(b) Assign a sufficient number of qualified certificated personnel to direct the program** (§55251):

Describe the specifics on how district will achieve this requirement.

Assign a sufficient number of qualified certificated personnel to direct the program.

The district will comply with Title 5 Section 53416, Minimum Qualifications for Work Experience Instructors. The minimum qualifications for an instructor or coordinator of "general" or "occupational" work experience education, as defined in Section 55252, shall be the minimum qualifications in ANY discipline in which work experience MAY be provided at the college where the instructor or coordinator is employed.

Per Title 5, Section 58051(b), the student/instructor ratio in the Work Experience program shall not exceed 125 students per full-time equivalent academic coordinator.

In the event that enrollment exceeds 125 students, the district may assign additional qualified faculty to assist in teaching, supervision of students, and consultations with employers. The district may also utilize adjunct faculty to maintain appropriate student-teacher ratios. In order to assist with record keeping activities, the district will assign classified staff or part-time staff to assist faculty with record keeping and student file management requirements.

**(1) Initiate and maintain learning stations** (§55251)

*Background: Title 5 criteria and requirements*

(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

**Work Experience Outside of District.** (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

**Wages and Workers' Compensation.** (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

**Job Learning Stations.** (§55257)

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Work Experience Outside of District - the District may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the District. The District may use faculty at other institutions and/or alternatives to in-person consultations as outlined in Alternatives to "In-Person" Consultations, Cooperative Work Experience Education, by Jose Millan, Vice Chancellor Economic Development and Workforce Preparation, dated April 2009 in order to provide work experience opportunities outside of the District.

Wages and Workers' Compensation - the District may provide CWEE to students in part-time jobs, paid or unpaid internships offered by public or private employers. Students in Federal Work Study are permitted to enroll in Cooperative Work Experience Education. Federal Work Study wages are currently available for on-campus student employment only. The district does not currently provide Federal Work Study restricted wages to off-campus private or public employers. However, the district retains the right to revise its Federal Work Study funding policy.

Workers' Compensation - as indicated in section 78249 of Title 5, the District shall be considered the employer of UNPAID students enrolled in the CWEE program for the limited purpose of providing worker's compensation. Students paid by the employer shall be under the Employer's Worker's compensation and/or liability insurance.

Job Learning Stations - all employers of work experience students agree to section 55257 criteria when signing the CWEE Workplace Project Agreement Form. Employers or designated representatives are given a copy of the document.

Each term CWEE students and their respective employers/supervisors will develop written measurable workplace learning objectives that reflect new or expanded job-related responsibilities, which the student will be required to complete by the end of the semester. Instruction and guidelines on how to write appropriate measurable learning objectives will be given to students. The workplace learning objectives will be written on the CWEE Workplace Project Agreement Form, signed by the student, the employer/supervisor, approved and signed by faculty.

At least once each term a faculty member will conduct employer/supervisor consultations ( in-person or through alternative methods) with each workplace employer/supervisor to evaluate each student's on-the-job educational growth. All in-person consultations and alternatives to in-person consultations will be documented.

**(2) Coordinate the program and supervise students (§55251)**

Describe the specifics on how district will achieve this requirement.

The District will designate CWEE qualified faculty and will maintain appropriate student-instructor ratios in accordance with Title 5 section 58051(b).

Responsibilities of qualified faculty include but are not limited to:

1. Develop and revise curricula (including student learning outcomes).
2. Develop and facilitate course assignments/syllabus and class meeting(s)
3. Market CWEE programs to local industry in order to develop new learning stations and internship placements.
4. Consult with each student in-person at least once during the semester.
5. Consult with employers/supervisors to assess the student's educational growth on-the-job.
6. Assist students with developing and achieving learning objectives.
7. Evaluate student progress (academic and on-the-job) and assign a final grade.
8. Maintain all student records as described by various sections of Title 5.
9. Coordination/collaboration with other district faculty and staff as needed for student success.
10. Participate in Division and Department meetings.
11. Participate in academic program reviews.

Faculty will meet all required CWEE job responsibilities as outlined in Title 5.

**(3) Shared supervision with employer to include (at least once each term) (§55251)**

**(c) Assure on-the-job experiences are documented with written/measurable (§55251)**

Describe the specifics on how district will achieve this requirement.

*Background: Title 5 criteria and requirements*

**Work Experience Credit.** (§55255.5).

(a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.

(b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.

(c) The following formula will be used to determine the number of units to be awarded:

(1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.

(2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

(d) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement.

CWEE faculty will consider employers feedback received at the employer/supvisor consultation. In addition, at the conclusion of the semester, each employer/supervisor will evaluate the achievement of the student's workplace learning objective(s) by rating the level of accomplishment(s) on a designated form at the same time the employer signs off on the timesheet of hours completed.

To further substantiate completion of the workplace project (learning objectives), the student must write a college level paper(s), which answers the following questions: 1) what was the objective? 2) was the objective accomplished? 3) was there an improvement? 4) what was the result/outcome?

Faculty will evaluate the reflection paper(s) and issue a final grade. Faculty may consider employer/supervisor evaluation and punctuality of assignments in final grade.

(e) **Describe basis for awarding grade and credit** (§55251)

☒ District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

Evaluating the students learning experience and the basis for awarding grades were both discussed in the previous section; "Evaluate with employer, student's learning experiences."

College Credit (Title 5 section 55253) - For satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours, subject to the following limitations: In General Work Experience a maximum of 6 semester credit hours may be earned during one enrollment period.

In Occupational Work Experience courses a maximum of 8 semester credit hours may be earned during one enrollment period.

Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

**(f) Provide adequate clerical & instructional services** (§55251)

Comments, if any.

The District has assigned adequate qualified academic personnel and clerical staff to direct, maintain and promote the program to assure full compliance with the requirements of this District Plan and relevant Title 5 sections. For example, the District will provide adequate and continuous: 1) guidance services to students by qualified academic and staff personnel 2) services for initiating and maintaining on-the-job learning opportunities 3) coordination of the program 4) maintaining records. This commentary is supported throughout this plan.

**(b) If district changes the plan, will submit changes for approval** (§55251)

Check to indicate compliance

☒ Yes



## Memo

To: Academic Senate  
From: Marilyn Jimenez  
Date: 5/6/2019  
Re: Eloy Oakley Vote of No Confidence **FTF** Survey Results – Spring 2019

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Out of the possible 220 full-time faculty members who were invited to participate in the survey, completed surveys were received from **37** individuals.

Results are as follows:

1. Are you in support of a Resolution for a Vote of No Confidence for State Chancellor Eloy Oakley?

For a full description of this resolution please visit this link:

[Vote of No Confidence State Chancellor Eloy Oakley](#)

- Yes – 91 percent (34 respondents)
- No – 8 percent (3 respondents)



## Memo

To: Academic Senate  
From: Alicia LeValley  
Date: 5/6/2019  
Re: Eloy Oakley Vote of No Confidence **Adjunct Faculty** Survey Results – Spring 2019

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Out of the possible 564 adjunct faculty members who were invited to participate in the survey, completed surveys were received from 21 individuals (4 percent response rate).

Results are as follows:

2. Are you in support of a Resolution for a Vote of No Confidence for State Chancellor Eloy Oakley?

For a full description of this resolution please visit this link:

[Vote of No Confidence State Chancellor Eloy Oakley](#)

- Yes – 76 percent (16 respondents)
- No – 24 percent (5 respondents)

### BP/AP 4021 Program Viability Evaluation Rubric

**Name of Program:** Physical Therapist Assistant Program

**Proposal Submitted by:** Chuck Lyon, Dean, Kinesiology/Physical Education/Athletics

Harriet Happel, Dean, Career Education

Howard Fisher, Chair, Kinesiology/Physical Education

Sarah Ehram, Sports Medicine Program Adjunct Faculty

**Committee Meeting Date(s):** October 18, 2018 and February 21, 2019

**Committee Members Present:**

October 18: Members Present: Rebecca Eikey, Lisa Hooper, Jason Burgdorfer, Chris Boltz, Jerry Buckley, Omar Torres, Albert Loaiza

Members Absent: David Andrus, Wendy Brill, Lauren Rome

Guests: Harriet Happel, Russell Waldon, Nicole Faudree, Cynthia Nelson, Christina Chung, Sarah Ehram, Howard Fisher, Garrett Rieck

February 21: Present: Albert Loaiza, Chris Boltz, Wendy Brill, Rebecca Eikey, Omar Torres, Jerry Buckley

Guests: Harriett Happel, Carly Perl, Jeremy Patrich, Sarah Ehram, Ron Fisher, Chuck Lyon, Garrett Rieck

Absent: Lisa Hooper, David Andrus, Jason Burgdorfer, Lauren Rome

**Type of Program:** AA/AS

**Type of Proposal:** Initiation

Program Viability Evaluation Criteria	Program Viability Committee's Assessment
<p><b>Program Description, Purpose, and Goals</b></p> <p>The Physical Therapist Assistant (PTA) Program is meant to educate, train, and make work-force ready students dedicated to becoming physical therapist assistants. It would be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), enabling students who complete the program to sit for the National Examination of Physical Therapist Assistants and the California Laws Test for Physical Therapist Assistant licensure. Upon graduation</p>	<p>The committee agreed that the program would create opportunity for students interested in the health professions. The program aligns with the mission of the college.</p>

these students would be work-force ready with no additional education required to work as a licensed PTA. The program will train and prepare students to be effective, certified, and licensed Physical Therapist Assistants who will have greater earning potential compared to pre-program students.	
<b>Program Need and Justification</b>	
1. Relevance of the discipline and program to Transfer and/or CTE	An Associates level degree is needed for employment as a PTA.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	At the Advisory Board for Sports Medicine, (Sept 17, 2018), the industry partners indicated that there is a growing demand and current lack of supply of PTAs, especially in the Santa Clarita Valley.
3. What does the labor market study indicate? (CTE Only)	According to current CTE labor market data, there are 100 more PTA jobs than graduates. Over the next five years there will be over 300 job opportunities available annually for occupations related to Physical Therapy Assistant, 2017-2022 percent change projected to be 25%. In 2016, there were 0 regional completions for Physical Therapy Assistant but 119 regional openings.
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
5. Replication of programs in surrounding community college districts	There are no surrounding community colleges in our area that offer this type of program. Cerritos College is the closest program to College of the Canyons, followed by College of the Sequoias. There are currently only 5 accredited PTA programs offered by California Community Colleges offered at the following colleges: Cerritos College, College of the Sequoias, Ohlone College, Sacramento City College, and San Diego Mesa College.
6. Enrollment trends in program disciplines (past and present)	Cerritos has had 300-350 applicants yearly over the past 5 years. College of the Sequoias has 100-120 yearly. Cerritos received 340 applications last year. 15% of applicants did not meet application requirements. Of the 289 applicants remaining, only 32 were admitted. That leaves 267 qualified applicants unserved.
7. Projected demand for this program in the future	Over the next five years there will be over 300 job opportunities available annually for occupations related to Physical Therapy Assistant, 2017-2022 percent change

	projected to be 25%. In 2016, there were 0 regional completions for Physical Therapy Assistant programs but 119 regional openings.
8. Any other data from program review in support of proposal	The 2017/2018 Kinesiology/Physical Education Program Review listed the creation of a Physical Therapy Assistant Program as a new objective the department has identified to meet both the current and growing needs of our students and our community.
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
<b>Program and Curriculum Design</b>	
13. Program Outline of Required Courses	BIOSCI 204: Human Anatomy & Physiology I 4 Units* AND BIOSCI 205: Human Anatomy & Physiology II 4 Units* OR BIOSCI 201: Introduction to Human Anatomy 4 Units* AND BIOSCI 202: Introduction to Human Physiology 4 Units* ENGL 101: English Composition 3 Units* MATH 070: Intermediate Algebra 5 Units* HLHSCI 249: Medical Terminology 3 Units PSYCH 101: Introduction to Psychology 3 Units COMS 100: Process of Communication 3 Units US History or American Government 3 Units Humanities or Fine Arts 3 Units PTA 110: Introduction to Physical Therapy 4 Units PTA 120: Kinesiology 4 Units PTA 125: Pathology 3 Units PTA 126: Clinical Practicum I 4 Units

	<p>PTA 130: Soft Tissue Interventions 1 Unit  PTA 128: Physical Therapy Aspects of Growth &amp; Development 3 Units  PTA 235: Neurology 3 Units  PTA 230: Therapeutic Exercises 4 Units  PTA 233: Prosthetics &amp; Orthotics for Allied Health Professionals 2 Units  PTA 236: Clinical Practicum II 4 Units  PTA 129: Physical Therapy Aspects of Aging and Integumentary Management 1.5 Units  PTA 240: Activities of Daily Living 2 Units  PTA 245: Advanced Modalities 3 Units  PTA 246: Clinical Affiliation 4 Units  PTA 250: Licensure Examination Preparation 1 Unit  <b>Total Units Required: 74.5 Units</b>  *Prerequisite courses for consideration of acceptance to the PTA Program.</p>
14. What courses are existing?	<p>BIOSCI 204: Human Anatomy &amp; Physiology I  BIOSCI 205: Human Anatomy &amp; Physiology II  BIOSCI 201: Introduction to Human Anatomy  BIOSCI 202: Introduction to Human Physiology  ENGL 101: English Composition  MATH 070: Intermediate Algebra  HLHSCI 249: Medical Terminology  PSYCH 101: Introduction to Psychology  COMS 100: Process of Communication  US History or American Government  Humanities or Fine Arts</p>
15. What courses need to be created?	<p>PTA 110: Introduction to Physical Therapy  PTA 120: Kinesiology  PTA 125: Pathology  PTA 126: Clinical Practicum I  PTA 130: Soft Tissue Interventions  PTA 128: Physical Therapy Aspects of Growth &amp; Development  PTA 235: Neurology  PTA 230: Therapeutic Exercises  PTA 233: Prosthetics &amp; Orthotics for Allied Health Professionals  PTA 236: Clinical Practicum II  PTA 129: Physical Therapy Aspects of Aging and Integumentary Management</p>

	PTA 240: Activities of Daily Living PTA 245: Advanced Modalities PTA 246: Clinical Affiliation PTA 250: Licensure Examination Preparation
16. Frequency of existing course offering	Existing courses are offered every semester, with some also offered in the intersessions, and many have multiple sections offered per semester.
17. Proposed offering frequency of new program courses	Students enter the program as a cohort. Once the PTA program has progressed from its inaugural year to accepting its second cohort, classes will be offered on a yearly basis. Each PTA program specific class will be offered in a designated semester of the program. Example: Fall 1st semester, Spring 2nd semester, Fall 3rd semester, Spring 4th semester. With 2 full cohorts in the program, Fall 1st semester & Fall 3rd semester classes will be offered simultaneously as will Spring 2nd semester & Spring 4th semester classes.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	Prerequisites are required for admittance which would take a student a minimum of 2 semesters to complete based on sequencing of classes (i.e. Bio 100 is a prereq for Anatomy and Physiology). Once accepted into the program, it is expected that students will persist for 4 consecutive semesters with a completion rate of between 80% & 100%.
19. Ability of program to meet standards of outside agencies/licensing boards	CAPTE is the organization that accredits PTA programs. A CAPTE approved consultant will be used in the early stages of the development of the program to ensure all CAPTE standards are met. (The College has already received Perkin's grant funding approval to cover the cost of hiring a consultant.) CAPTE's requirements will be met so that COC's PTA program becomes accredited. It will then be the responsibility of the PTA Program Director to maintain appropriate accreditation standards for reaccreditation.
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	Program courses and course content are dictated by CAPTE. As long as COC stays compliant with CAPTE accreditation requirements, the PTA program will meet all certification and licensure standards ensuring students are adequately prepared for both the national certification and state licensure exam as well as immediately work-force ready upon graduation. Industry partners who serve on our Sports Medicine Advisory Committee not only affirm the necessity of this program for our community, but are also confident that based on the quality of existing COC

	programs that our PTA program would be second to none and produce proficient clinicians.
<b>Implementation Plan and Institutional Support</b>	
22. Appropriateness of the projected timeframe for implementation of program	CAPTE requires for accreditation that the Program Director be hired by a school 18 months prior to accepting students into a PTA program to ensure classes meet CAPTE requirements prior to offering them to students. If COC was able to hire a PTA Program Director in Spring of 2019 that would put us being able to offer classes in the Fall of 2021, at the earliest. Additionally, a “second core faculty member must be employed (not just hired)” and currently working 9 months prior to the launch of the program. Specific documentation affirming the current full-time employment of the second core faculty member must be received by CAPTE in order for candidacy for accreditation to be considered.
23. Which school houses or will house this program?	School of Mathematics, Sciences, and Health Professions
24. Which department houses or will house this program?	<i>NOT YET KNOWN WHICH DEPARTMENT THIS WOULD MERGE WITH OR IF THIS PROGRAM WOULD BECOME ITS OWN DEPARTMENT</i>
25. Will AP 4023 (Merging/Splitting Departments) be needed?	YES
26. Which current faculty will be responsible for this program?	A PTA Program Director would need to be hired for this program to be developed and to meet the requirements of the accrediting body.
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Only administrators were listed as supportive: Dr. Jerry Buckley Harriet Happel Micah Young
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	CAPTE has strict requirements of what faculty are qualified to teach PTA program classes and who can serve as the PTA Program Director. No current COC faculty meet CAPTE requirements. The impact would be to current Dean, Mathematics, Sciences, and Health Professions. The staffing requirements are below.
29. What additional staffing resources will be needed to support this program?	3 full-time faculty: Program Director & Director of Clinical Education + 1 FT Instructor. The Program Director must be hired 18 months prior to applying for accreditation candidacy. The Director of Clinical Education must be hired 9 months prior to the due date for the Reconfirmation of Intent with CAPTE. CAPTE requires release time for Director & Clinical Coordinator.

	2-3 additional adjuncts will also eventually need to be hired to help teach classes once the program moves into its second year. (This is based on Cerritos' current structure.)
30. Are there facilities available for this program? If not what is the plan for getting facilities?	No, there are no facilities available on the Valencia campus nor the CCC that would meet the space requirements per CAPTE requirements. There are letters of support from clinical sites, such as Vargo Physical Therapy and Henry Mayo Newhall Hospital.
31. What is the funding source for this program?	As a CTE program, the program would be eligible for Perkins Grant funds. The program would also need support from the College's General Fund, particularly for the hiring and retention of all department faculty.
32. Plan for institutionalization (if grant funded)	N/A
<b>Alignment of Program</b>	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	Developing a PTA Program aligns with our CTE Career Pathways and our partnership with the Hart District. The newly developed Medical Science Academy at Valencia High School has expanded the training and interests of the Hart District students. Offering an additional medical pathway would enable our local students to enter COC through an established pathway, complete their associate's degree, sit for the state licensing exam, and then enter the workforce immediately as a licensed PTA. This program would also help the Kinesiology and Sports Medicine departments/programs as their classes (KPET 200: Kinesiology, KPET 210: Prevention and Care of Athletic Injuries, KPET 212: Clinical Experience in Sports Medicine) are considered best prep for PTA programs.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	The program aligns with the mission, values and goals for the district.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	<b>COC does not currently offer any kind of physical therapy assistant program that enables students to complete the program here at COC, sit for the national certification and state licensing exam, and then enter the workforce. All current COC students interested in PTA are forced to transfer to another institution. For some students, the added cost of moving or commuting to another college is too great, thus limiting their ability to earn a degree that will benefit them and their families. According to Salary Surfer the annual median salary for a PTA 2 years after degree completion is \$52,223. 2 years before their degree their median salary was only \$27,170. The South Central Coast Center of Excellence for Labor Market Research states the average annual earnings for PTAs to be \$62,483 per</b>

	<p>year. Additionally, the cost to a student to complete the PTA program is estimated at \$3,500 (according to Cerritos' data). Adding this program to COC's current offerings in the proposed format allows for greater educational access and career advancement, particularly to those students who are considered low-income or non-traditional.</p>
<p><b>Program Viability Committee Recommendation</b></p> <p><u><i>Rebecca Eikey</i></u> Committee Chair's Signature</p>	<p> <input checked="" type="checkbox"/> <b>Initiate</b> <input type="checkbox"/> <b>Not Initiate</b> </p> <p> <input type="checkbox"/> <b>Modify</b> <input type="checkbox"/> <b>Not Modify</b> </p> <p> <input type="checkbox"/> <b>Discontinue</b> <input type="checkbox"/> <b>Not Discontinue</b> </p>

### Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

Due to the physical space requirements, the committee requested in October that letters of support for potential partners for clinical sites be identified. The letters of support were discussed at the February meeting. The committee is supportive of this pilot program initiation and recognized that staffing is an important first step that must be made. There are requirements for hiring fulltime staff per the accrediting body.

### BP/AP 4021 Program Viability Evaluation Rubric

**Name of Program:** Commercial Music

**Proposal Submitted by:** Bill MacPherson & Bernardo Feldman

**Committee Meeting Date(s):** March 21, 2019

**Members present:** Rebecca Eikey (Committee Chair/Academic Senate President), Albert Loaiza (Counseling Rep), Christopher Bolts (Theatre/CTE Rep), Lisa Hooper (Curriculum), Jerry Buckley (VPAA), Wendy Ruiz (Photo/COCFA Rep)

**Guests:** Bernardo Feldman (Music), Bill Macpherson (Music), Hencelyn Chu (MLT), Micah Young (Interim Dan MSHP), Virginia Hutchins (Inst. Tech MLT), , Jennifer Paris (ECE), Wendy Ruiz (ECE), Julie Keller (Asst. Director, ECE), Monica Marshall (Program Director ECE), Garrett Rieck (Noncredit Faculty), Paul Wickline (AC Affairs), Kathy Bakhit (Interim Dean Business & Applied Tech), Harriet Happel (CE Dean), Omar Torres (AVPAA)

**Type of Program:** (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T)

1. Credit Certificate of Achievement

**Type of Proposal:** (Initiation or Substantial Modification): Initiation

#### Program Viability Evaluation Criteria

#### Program Viability Committee's Assessment

##### Program Description, Purpose, and Goals

The Commercial Music Program prepares students for occupations in media and entertainment, with competencies in the creative, technical and business aspects of music. Students pursue a rigorous program of study, synergizing creative talents and advanced digital media technologies, with industry-proven production practices to model the "total skills-set" demanded by employers in the industry. The Commercial Music, Sound Audio/Visual Technician Certificate of Achievement develops the following component skills for a entry level position as a Sound Audio/Visual Technician Assistant (the "Audio Engineer") focusing on: knowing how to select, operate and optimize the recording environment, musicians/instruments, and technology to create a professional-quality recording and/or live performance. This certificate is the first award planned for this program initiation. The Music Department intends to expand the Commercial Music program to also include Certificate of Achievement in Songwriter/Music Producer and Artist Management/Publishing

##### Program Need and Justification


36. Relevance of the discipline and program to Transfer and/or CTE	Students completing this certificate will have the skills necessary to get an entry-level position as a technician in audio/visual in the entertainment industry. The program would target students who want to intern or work at an entry level position in a studio or be an assistant to a composer.
37. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	This is a newly proposed CTE program for the Music Department. The recommendation from Program Viability was for the faculty to initiate the creation of an Advisory Board and in the meantime to use an existing Advisory Board in a related field, such as Technical Theater or MEA.
38. What does the labor market study indicate? (CTE Only)	The development of this proposal was started in 2017. The COC Institutional Research, Planning and Institutional Effectiveness Office examined the need for a Commercial Music associate degree and/or certificate. Labor market data from Economic Modeling Specialists, Inc. (EMSI) was used to assess the labor market demand and wages for individuals employed in Commercial Music related occupations in the Los Angeles County area. The Commercial Music related job titles include Audio Visual Technicians and Sound Engineering Technicians. Employment projection and wage data were pulled for Los Angeles County area because many of the Commercial Music related jobs are located within 15-30 miles of the Santa Clarita Community College District service area. It is reasonable that a graduate from College of the Canyons' Commercial Music program would seek employment within Los Angeles County region. Occupations related to Commercial Music are expected to grow between 14 and 19 percent from 2015 through 2020. In 2015, there were 12,565 jobs related to Commercial Music (Audio and Video Equipment Technicians and Sound Engineering Technicians) in Los Angeles County. By 2020, there will be 14,728 of these jobs. Annually, there are 1,748 openings in Commercial Music related occupations in Los Angeles County (EMSI, Program Overview). The occupations with the most job postings in 2015 included job titles such as Audio and Video Equipment Technicians (8,850) and Sound Engineering Technicians (3,715) (EMSI, Program Overview). In 2015, 876 degrees and certificates were awarded by colleges offering similar programs in Los Angeles area. The demand of 1,748 exceeds the supply of 876. According the IRPIE report "Generally, there is support for some postsecondary training for occupations related to Commercial Music but not necessarily an associate's degree. According to data from EMSI, entry-level jobs in Commercial Music related occupations require some postsecondary training but not necessarily a degree."

39. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A
40. Replication of programs in surrounding community college districts	These are the schools with similar programs: Antelope Valley College, Los Angeles Film School, Musicians Institute, SAE Institute of Technology-Los Angeles, Argosy University-The Art Institute of California-Los Angeles, Citrus College, Los Angeles City College, Los Angeles Valley College, Loyola Marymount University
41. Enrollment trends in program disciplines (past and present)	N/A
42. Projected demand for this program in the future	It is anticipated given the labor market study that there will be demand for this program. Music and sound are pervasive in all parts of media and events. There is a constant demand for highly skilled audio/visual technician who are capable of recording sound on a professional level as well as mixing live sound.
43. Any other data from program review in support of proposal	This is an expansion of the current programs offered in Music. In the long term this program will align with the Business Department and MEA Department
44. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
45. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
46. Term to term persistence of students within the program (Program Modification Only)	N/A
47. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
<b>Program and Curriculum Design</b>	
48. Program Outline of Required Courses	The Commercial Music Sound Audio/Visual Technician Certificate of Achievement is a 24.5-unit program made up of the following existing and new courses: Semester 1

	<p>* MUS 154: Live Sound Reinforcement 3 units          MEA 155: Basic Audio Production 3 units          *MUS 193: Pro Tools 101 1.5 units          Semester 2          *MUS 156: Recording Studio Techniques I 3 units          *MUS 194: Pro Tools 110 1.5 units          MEA 295: Professional Practices/Portfolio 1.5 units          Semester 3          * MUS 194: Pro Tools 110 3 units (Capstone)          MUS 192: Music Business 3 units          Semester 4          CWE-EXP 188: Cooperative Work Experience Education 1 units          Elective 3 units          * Indicates new curriculum</p>
49. What courses are existing?	MEA 155: Basic Audio Production MEA 295: Professional Practices/Portfolio MUS 192: Music Business CWE-EXP 188: Cooperative Work Experience Education
50. What courses need to be created?	MUS 154: Live Sound Reinforcement MUS 193: Pro Tools 101 MUS 156: Recording Studio Techniques I MUS 194: Pro Tools 110 MUS 194: Pro Tools 110
51. Frequency of existing course offering	The existing courses are regularly offered throughout the academic year. MEA 295 has been offered also during summer session.
52. Proposed offering frequency of new program courses	The courses in the proposed program will be offered at least annually by the music department, many are scheduled in both fall and winter semesters. The pathway is a 4-6 semester pathway.
53. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	The Music Department faculty expect an initial program cohort of 20 students to complete in two years. The curriculum in the proposed certificate does not have prerequisites that are in addition to the program, so students will not be prevented from entering without additional course work. Course work will be open to all students.
54. Ability of program to meet standards of outside agencies/licensing boards	N/A

55. How will new courses and program articulate to institutions of higher education?	N/A
56. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The quality of the program is aligned with industry standards and expectations. Further refinement of the program will naturally occur once the Advisory Board is established and meeting regularly.
<b>Implementation Plan and Institutional Support</b>	
57. Appropriateness of the projected timeframe for implementation of program	<p>The new courses listed above are currently at stage 5 in the eLumen queue and can be offered as soon as curriculum approval is received. There were questions from Program Viability Committee regarding software needs and physical space requirements. The faculty have been in discussion with the district administrators on the Arts Building for CCC. It was understood that the Arts Building at CCC would have physical space for this program. However, the construction of that building has been delayed as of 2019. Thus, there was discussion about physical space on Valencia Campus that could be identified for use for this new program.</p> <p>The Department has proposed the following implementation plan:</p> <p><b>Phase 1:</b> Starting in Fall 2019. Implementation of Commercial Music courses using existing facilities in Pico and Mentry Hall.  <i>They can teach all the courses here with the knowledge that as the program further integrates with MEA and expands the facility at the Canyon Country campus will be vital.</i></p> <p>Mentry 329 is currently available Tuesday Thursday evenings from 7-10PM. Mentry 329 is available on Fridays from 2-6PM. Pico 111 can be used to teach the 3 ProTools courses and the Notation course. The Live Sound courses and recording courses would need to be taught in Mentry. Scheduling might require blocking out Mentry 329 from 8AM till 10PM on Tuesdays and Thursdays. Also Theater Mentry 305 could be used for Lab time when available.</p>

	<p><b>Phase 2:</b> As the Canyon Country facility comes on line Music share the 3 locations. Over the next 3 years</p> <p><b>Phase 3:</b> Utilizing the two campuses be able to offer multiple sections of all the courses. In 5 years</p> <p>To fully offer the programs they need 25 hours per week.</p> <p>Scheduling. Add 7 Commercial Music sections to current use.</p>
58. Which school houses or will house this program?	VAPA
59. Which department houses or will house this program?	MUSIC
60. Will AP 4023 (Merging/Splitting Departments) be needed?	NO
61. Which current faculty will be responsible for this program?	Bernardo Feldman Bill MacPherson
62. Are faculty in the school, department, or proposed program discipline supportive of this program?	YES
63. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	There is expected collaboration between the MEA faculty (Jon Amador, Jon La Croix, Yalil Guera) and Music faculty.
64. What additional staffing resources will be needed to support this program?	N/A
65. Are there facilities available for this program? If not what is the plan for getting facilities?	See #22above
66. What is the funding source for this program?	General Funds

67. Plan for institutionalization (if grant funded)	N/A
<b>Alignment of Program</b>	
68. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	The program works well with existing MEA courses and expands the scope of the Music department in terms of options for students going into professional technical aspects within the music and entertainment industry.
69. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	There is alignment with the college's mission, values and goals.
70. How does this program align with access and equity goals for students? How will this program have an impact on diversity	<p>There may be limitations due to availability of sections and availability of the specialized classrooms and labs needed to teach these courses.</p> <p>The general profession is high stress, long hours, high focus, non-traditional work hours this might prove challenging to some students for physical or cognitive limitations, for students with mental issues etc. This profession involves setting and operating equipment that might be challenging as well.</p> <p>Traditionally the entertainment industry has been male dominated but COC is in contact with organizations like SoundGirls.org who are promoting more equal gender representation in audio and music production.</p>
<b>Program Viability Committee Recommendation</b>   _____ Committee Chair's Signature	<div> <input checked="" type="checkbox"/> <b>X</b> <b>Initiate</b> <input type="checkbox"/> <b>Not Initiate</b> </div> <div> <input type="checkbox"/> <b>Modify</b> <input type="checkbox"/> <b>Not Modify</b> </div>

*All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. 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.*

### **Program Viability Narrative**

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The committee recommends initiation of this program, formation of an Advisory Board and improved communication regarding changes related to the Educational Facilities Master Plan. For the authors of this proposal, they were creating this program with the new Arts Building at CCC as their primary location for the music courses.

While the faculty are willing and trying to adapt to the change in the building schedule, the committee recommends that before changes are made with the Facilities Master Plan, that the administration contact both Program Viability and Curriculum Committee to see how the changes in the plan would affect program and curriculum development.

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

### Reference:

*Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d)(1), 55130; ASCCC “Program Discontinuance: A Faculty Perspective”;*

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.

4021.01 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 thematic cluster of courses within the purview of the Office of Academic Affairs that support a common outcome.

(a) Academic Department - is an organizational structure composed of one or more related disciplines. Academic Departments are governed by Administrative Procedure 4023.

(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.

4021.02 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.

4021.03 Program Modification – Program modifications shall be categorized in the following three manners:

(a) Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate. Such modifications may concern, among other factors, of curriculum relevance and status,** current faculty workload; physical or financial resources, 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. **The re-categorization of existing curriculum or proposed new curriculum might not**

**necessarily constitute a substantial modification.** A “Substantial Modification” must be proposed and meet the procedural requirements found in Administrative Procedure 4021.

(b) Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization ~~established by the Office of Academic Affairs~~, and do not substantially modify the terms or requirements of the program.

(c) 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.

4021.04 Program Viability Review – is the process of determining the appropriateness of a Program Initiation, Program ~~Adjustment~~ Modification, or Program Discontinuance, **or Revitalization.**

4021.05 Program Discontinuance – is the termination of an existing program, discipline, or department.

4021.06 De Facto Discontinuance – Is the unofficial, **improper** 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.

4021.07 Committee: the Academic Senate will form a **standing** Program Viability Committee whose membership is listed in Section IV of this procedure.

4021.08 **Proposal to Revitalize – is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.**

4021.09 **Revitalization: a recommended action to remedy identified problematic areas of a program.**

4021.10 **Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.**

4021.11 **Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.**

4021.12 Determination Process: refers to the sequential process of Section III through V of Administrative Procedure 4021.

4021.13 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.

- 4021.14** Special attention must be given to the impact of program discontinuance upon those students who are currently enrolled in the program.
- 4021.15** 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.
- 4021.14** 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.
- 4021.16** College districts are also required by statute and regulation 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***

***Approved 05/26/2016 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.***

## AP 4021 Program Viability – *Initiation, Modification, Discontinuance, and Revitalization*

*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 thematic cluster of courses within the purview of the Office of Academic Affairs that support a common 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 by Administrative Procedure 4023.

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 three manners:

1. Substantial Modification - is an alteration to an existing program that substantially modifies the program in terms of **necessary institutional resources yet to be secured or acquired, or redirects such resources in a manner that requires institutional review beyond the mission of the Curriculum Committee of the Academic Senate. Such modifications may concern, among other factors, of curriculum relevance and status**, current faculty workload; physical or financial resources, 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. **The re-categorization of existing curriculum or proposed new curriculum might not necessarily constitute a substantial modification.** A “Substantial Modification” must be proposed and meet the procedural requirements found in this Administrative Procedure.

2. Categorical Modifications – proposals that re-categorize existing programs in terms of their instructional value, degree or certificate status, or placement within the curricular organization established by the Office of Academic Affairs, and do not substantially modify the terms or requirements of the program.

3. 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, **improper** 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: the Academic Senate will form a standing **Program Viability** committee. **For purposes of this procedure, and unless otherwise noted, “Committee” refers to the Program Viability Committee** whose membership is listed in Section IV of this procedure.

**H. Proposal to Revitalize: is a proposal submitted to the Program Viability Committee to evaluate and assess the programmatic health and viability of a particular educational program.**

**I. Intervention-Revitalization:** a recommended action to remedy identified **problematic areas of a program** shortcomings.

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

**K. Short Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for one to three years in duration.**

**L. Long Term Staffing and Fiscal Plan – is a proposed plan to project the staffing and fiscal needs of a program for three to five years in duration.**

## II. PROPOSING PROGRAM INITIATION, MODIFICATION OR DISCONTINUANCE

Program initiation, modification, discontinuance and **revitalization** proposals, and De Facto discontinuance notifications, can be initiated by the Chief Instructional Officer (CIO), School Dean, Department Chair, or Academic Program Director. He/she will consult with 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. **If, after having reviewed a proposal, the Curriculum Committee deems it a substantial modification, it shall deny the proposal** and refer proposing party to Administrative Procedure 4021 for **consideration** by the Program Viability Committee.

## 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, discontinuance and **revitalization** proposals shall be submitted to the Academic Senate President no later than the eighth week of the fall semester.<sup>1</sup> Proposals received after the 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. ~~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.<sup>2</sup> The proposal must include a scheduled implementation timeline that takes into consideration the aforementioned concerns. 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.<sup>3</sup> **All proposals must include a short and long-term staffing plan.**

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<sup>1</sup>Proposals to initiate, modify, discontinue or **revitalize that are** intended to ~~have program implementation take~~ **programmatic effect** 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.

<sup>2</sup> Grant funded staffing positions ~~must~~ **should** 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.

<sup>3</sup> 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.

Categorical Modifications may be excused from the requirement of a full quantitative and qualitative proposal if it is determined by the committee to be unnecessary. The proposing party should solicit such a determination from the Committee Chair in advance.

#### 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. What data extracted from Program Review supports this proposal? And how?

**j. Career Education Considerations:**

**i. Is there a specific industry request for this program?**

**ii. Does any data from a CE Advisory Committee support this proposal? If so, how?**

**iii. Does the Regional Labor Data support this proposal? If so, how?**

k. Will there be an adverse student impact resulting from discontinuance or proposal?

l. Implementation timeline for resulting new courses.

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

**n. How does the proposed program compare to similar regional programs?**

**o. How does this program meet an ongoing need not otherwise met, or capable of being met, by an existing program?**

## B. 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 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.~~ **Are there any impacts on student equity?**
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~~ **existence** of programs in surrounding college districts.
9. The ability of programs to meet standards of ~~outside~~ **external** 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 **and Master 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 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.

## 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.

## 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 the Chief Instructional Officer**, and in accord with Section III(A)(1)(I) 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.

#### 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 by the Academic Senate President, the Academic Senate shall 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. **Any designee shall serve the prescribed term as established in the Bylaws/Procedures of the Program Viability Committee.**

##### 2. A tenured or tenure-track faculty member from a transfer discipline.

##### 3. A tenured or tenure-track faculty member from a CTE discipline.

##### 4. CIO, or designee.

##### 5. COCFA President, or designee.

##### 6. AFT Part-time faculty union President, or designee.

##### 7. A student representative appointed by the Associated Student Government.

##### 8. A Counselor appointed by the Academic Senate President in consultation with the Counseling Chair.

##### 9. Curriculum Committee Faculty Chair, or designee.

##### 10. A member of the Program Review Committee.

#### B. External Experts

**The Program Viability Committee reserves the right to solicit the opinion and participation of outside industry or discipline experts if deemed necessary for determining the appropriateness of any particular proposal.**

#### **B C. Program Viability Committee Functions**

1. 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, discontinuance or **revitalization**. The Committee will be charged with:

- a. Determining the initial proposal's evidentiary sufficiency per Section III (A) and (B) of this procedure, **to include fiscal projections related to the proposed.**
- b. Review and assess the sufficiency of the quantitative and qualitative evidence per Section IV(B) of this procedure.
- c. Exercising discretion to expand its membership to include program support staff, student services representatives, and adjunct instructors.
- d. Gathering all qualitative and quantitative evidence into a written report.
- ~~e. Participating in all public meetings and discussions.~~
- ~~F e.~~ Recommending to the Academic Senate one of the six potential outcomes of the proposal process to include documenting its findings by a narrative. (Listed is Section V (A) of this procedure.)
  - i. The Program Viability Committee, in conjunction with the proposing party, must develop a scheduled implementation timeline to be included with the recommendation to the full Senate.**
- ~~g f.~~ The Program Viability Committee must document any recommendations or requirements from external regulatory, governing or licensing body to which the program is subject.

**2. In the performance of its functions, the Committee may solicit presentations by proposing parties in support of and to supplement their submitted written proposals. The Committee may expand and develop its internal criteria and processes in order to elicit as much relevant information as is necessary to make its determination.**

**3. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required for the continued viability of the particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee's role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

#### **€ D. 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 PROGRAM 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.<sup>4</sup>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 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 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. **All recommendations, with the exception of discontinuance proposals, must provide evidence of short and long term fiscal and staffing plans, as well as evidence of Administrative commitment for those plans.**

#### 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.

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<sup>4</sup>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.

### 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.

### 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 **to Revitalize**

Based upon the aforementioned qualitative and quantitative criteria, a program that was proposed for discontinuance, **or otherwise**, by this process may be 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~~ **Viability** Committee.

**a. Revitalization Standards – if the Committee deems revitalization is necessary for a particular program, an ad hoc joint committee of Faculty and Administration may be necessary to provide the institutional support required to support the continued viability of a particular program. External discipline or industry experts may be utilized for this process. The Program Viability Committee’s role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

### 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.~~ **The President of the Academic Senate will place all recommendations of the Program Viability Committee as consent calendar items on the agenda of the next regularly scheduled meeting of the Senate.**

Upon ~~acceptance~~ **adoption** of any proposal ~~recommendations of the Program Viability Committee~~, 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, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the program's existence. The original proposing party, or individual overseeing the program, shall present the reports.<sup>5</sup>

#### 1. Staffing Requirements

**a. Any adopted recommendations that include proposals requesting the hiring of full-time temporary or tenure-track faculty shall adhere to the established, regular hiring process of the Academic Staffing Committee. If program implementation is contingent upon the approval of a staffing request, said program's pilot status per Section VI of this procedure shall commence upon the date the requested position is filled.**

b. The authorization to hire full time staff to support any new program may need to be restricted until the conclusion of the three-year pilot process. Any recommendation to restrict full-time staffing shall be determined and implemented through the regular and existing institutionalized District staffing processes.

#### 2. 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.

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<sup>5</sup> 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 the program content's historical existence on campus. See the italicized note under Section III(A) of this proposal. **The Senate President shall forward the findings of the report to the CIO.**

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.

**i. Revitalization Standards – if, having received the Year Two Report, the Academic Senate deems revitalization might be necessary for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee’s role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

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.

**i. Revitalization Standards – if, having received the Year Three Report, the Academic Senate deems revitalization might be necessary and institutionally worthwhile for a particular piloted program, it shall refer the program back to the Program Viability Committee for consideration of an ad hoc joint committee of Faculty and Administration to provide the institutional support required to ensure the continued viability of the piloted program. External discipline or industry experts may be utilized for this process. The Program Viability Committee’s role is merely to adopt the objective standards for revitalization; not to oversee implementation of those standards.**

**4. 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 permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must expressly 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 parties will continue to meet until consensus is reached.**

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.

## 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 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 by the Academic Senate*

*Approved 10/24/2013 by the Academic Senate*

*Approved 05/26/2016 by the Academic Senate*

## Academic Program Mapping April 26<sup>th</sup> notes

Notes provided by Julie Hovden (Counselor)

### Thoughts, concerns, and considerations

—Department faculty want to make sure they are accurate with the GE courses and graduation requirements

—Concern about persistence with an ADT

—One department doesn't necessarily like how some of the major choice options for their degree, some of which are out of the major's discipline

—An explanation about how the Transfer Model Curriculum (TMC) works, which specifies how the ADTs need to look

—were created with the Cal State system

—Concern about local AA/AS degree vs. ADT

—How many electives to specify?

ADTs are now also being approved by a number of private colleges, historically black colleges, and many of the UCs are working on creating approved pathways that they will accept. Stay tuned regarding the UCs

—Consideration of local transfer destinations —CSUN, CSUCI, CSULA

There is a Degree with a Guarantee website that lists all of the ADT degrees that if a student earns, the specific CSUs will recognize and only require 60 more transfer units

On the pathway sheets, it's important that we list resources:

—Degree with a Guarantee website

—Talk with a Counselor

—Disclaimer Note — may not meet transfer requirements by only following the specific pathway map

—impaction information

Concern that the state or our Administrators are going to want to eliminate the local degrees. We as faculty will need to be advocates of what is best for the students

Why are we doing this? This sounds so confusing for students:

—Pathways help to share the suggested sequence of classes that might be best to take earlier before other classes

—Faculty are the experts in the field, so their

- providing more details about with major prep are only offered  
Fall/Spring/Summer/Winter
- Where we do a disservice is when we narrowly curate the specific GE classes that they should take, when there are not specific GE that are needed
- Keep the GE listed as which CSU or IGETC Area should be selected from

Guided Pathways, to some faculty, seemed useless since some students know exactly what they want and which colleges they will transfer to, etc. But, then faculty have met students who are lost, so then they see the value for some.

- We do need to be cautious in how Guided Pathways it's packaged. Guided Pathways will be very helpful for some students, but it won't be needed for everyone.

We need to distinguish what a major requirement is for a major, as well as what is needed for GE requirements

Major Maps can be very helpful since faculty are able to share with their students upon their entrance to COC, classes that work for their major, in case they don't come see a Counselor for a while

This is very student-focused and also helpful for the Department.

Some faculty pulled up their previous major map that was created in the past, and it previously looked clean and easy to follow, but was too specific with naming exact GE

We need to have our justification on why we have chosen to do our pathway as we do.

It's helpful for each Department's faculty to provide their specific recommendations. Include a statement on map such as *"Built by \_\_\_\_\_ Department"*

You can also do a "Start here" map of 0-15, 16-30, 31-45,

We can't have multiple platforms for our students, MAP, the Bakersfield model, etc. We wish we could have just one.

About 10 years ago, everything began to push for everything to be done online. But this doesn't work. Students want a person to be able to tell them they are on the right track. Perhaps our most self-directed students

Consistency of information will be very important.

Where is IT in all of this conversation?

We need a dedicated IT person involved to help all faculty, so we know what is possible and what is not, so we aren't just spinning our wheels

What Information do we need to consistently provide for the Major Map?

- Semester I, II, III, etc. OR, rather, listing 0-15 units, 16-30 units, 31-45, 46-60+
- listing when each major prep class is offered

- course #s, name, units, GE Area (list when Major class or GE)
- Disclaimers — don't take too many units in a short term session
- Offerings (F/W/SP/SU)

We need to then have the administrators help us to make the aesthetics look nice

We want to make sure we don't make any map that's too prescriptive for any student, since it varies based on what a student's goal(s) is(are) and where the students' transfer goals are

# How Should We Present Meta Majors to Students?

Catherine Parker, Preeta Saxena, and Vida Manzo

Office of Institutional Research, Planning and Institutional Effectiveness, Santa Clarita Community College District



## Purpose

We conducted focus groups with students to obtain feedback on preferences for presentation of Meta Majors. Specifically, the Meta Majors workgroup was interested in student feedback on the usefulness, layout, and categorization of majors/program offerings.

## Research Questions

- Based on the information about Meta Majors, which of these makes more sense to you?
- What are aspects you like or not like?
- Do the headings make sense?
- What is appealing?
- What version do you prefer?
- What are the parts you like?
- What do you not like?
- Do the titles on the handouts make sense to you?

## Methodology

The Institutional Research office contacted faculty via email regarding their availability and willingness to allow a focus group within their classroom. Focus groups took place in nine course sections (including: First Year Experience, Counseling, Math, Sociology, Honors, and Chemistry) and the InterClub Council (leaders of all student clubs). Courses were spread across morning, afternoon, and evening. Two researchers facilitated each focus group. One primarily asked questions and discussed with students while the other documented responses. In total, 129 students took part.

## Acknowledgments

Research requested by Meta Majors workgroup.  
Design by Marty Pfeiffer, Graphic & Multimedia Design student at College of the Canyons.

## Findings

What do you think about the "World" headings for identifying the Meta Majors?

Why are you using "WORLD" in the title? Some majors don't apply to the whole "WORLD" really.

I don't like "WORLD" but "research, design, build" lets me know what those majors do in their jobs.

Wouldn't "SCHOOL" be easier to understand?

All education is "exploring the world." And most of us want to "help and serve the world."

It seems too general. It's sort of childish sounding.

Anything positive?

"WORLD" links to going outside and making an impact on the world.

It's OK, but I'd prefer "Understanding the World" or "Theorizing the World" or "Cross Cultural Learning," instead of "Exploring."

Titles say "the world," it gives the student a feeling of "greater purpose." This is something I get to do.

How do you feel about Meta Majors in general?

It links it to going outside and making an impact on the world. There are a lot more arts connected to business marketing, I wouldn't have thought they were connected until looking at the meta category.

I was going to skip over sociology because it's listed under "Science" and I've never been interested in chemistry or biology. But this field also includes sociology and psychology—which do interest me. I'd like to help people in the future.

I'm unsure about what I want to do. The Meta Majors help me figure a general direction.

Any issues?

Giving new names to fields that don't have the same name as where I want to transfer will make the process more confusing and difficult.

It's more organized—but there is overlap. I remember applying for college, every school has a house/school/division, it would be great if these categories matched where we're transferring to.

## Literal Headings

- Applied Technologies
- Kinesiology and Athletics
- Visual & Performing Arts
- Business
- Humanities
- Social and Behavioral Sciences
- Mathematics, Sciences, and Health Professions

## "The World" Headings

Research, Design, Build the World

Create, Connect, & Cultivate the World

Finance and Manage the World

Explore the World

Help and Serve the World

Sustain and Conserve the World

## Blended Headings

APPLIED TECHNOLOGIES  
Build and Design

KINESIOLOGY & ATHLETICS  
Exercise, Move, Play

VISUAL & PERFORMING ARTS  
Create and Express

BUSINESS  
Finance and Manage

HUMANITIES  
Explore and Connect

SOCIAL & BEHAVIORAL SCIENCES  
Analyze and Understand

MATHEMATICS, SCIENCES,  
& HEALTH PROFESSIONS  
Research, Serve, and Sustain

## Recommendations

- Headings ending with "The World" confuse or irritate students.
- However, the "aspirational" part of these headings can help provide a better understanding of what each Meta Major is about. They help build pride and form an emotional connection with a field of study. Color also helps add interest.
- Connecting the "literal" heading with the "aspirational" one resonated well with students. Twice as many students preferred these over the other two formats.
- Therefore, we recommend using the "Blended Headings."

Starfish (Canyons Connects)

5/6/19 for Academic Senate

Item Type	Name	1st Progress? (Weeks 3&4 or 12.5%-25%)	2nd Progress? (Weeks 6&7&8 or 31.25%-50%)	3rd Progress? (Weeks 10&11 or 56.25% - 68.75%)
Flag	Attendance Concern	Proposed	Proposed	?
Flag	Missing/Late Assignments	Maybe	Proposed	Proposed
Flag	Low Scores	?	Proposed	?
Kudo	Great Effort		Proposed	Proposed

**Flag: Attendance Concern**

Subject: We miss you in class

Dear [StudentFirstName],

Class isn't the same without you!

You can be successful in your academic studies and attending class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. ~~Please~~ **So, please** check in with me via email, during office hours, or before/after class. It's not too late for you to change your attendance habits.

[notes from faculty if any]

Sincerely,

[Professor's name & title]

**Flag: Missing/Late Assignments**

Subject: You have not yet submitted assignments in [Coursename]

Dear [StudentFirstName],

I value your work and contributions to the class, **and** I noticed that you have one or more missing or late assignments. By practicing the material with our assignments we become more prepared to succeed in the class.

[notes from faculty if any]

Please contact me about next steps and to let me know if I may assist you with any questions that you have.

Sincerely,

[Professor's name and title]

**Flag: Low Scores**

Subject: ~~Want to go over your exam/paper?~~ **Checking In - Exam/Paper**

Dear [StudentFirstName],

~~I invite you to my office hours to help you with the material.~~ **I know you may not have earned the grade that you were hoping on your exam/paper, and I'd like to meet with you to discuss how we can work together to help you succeed on the next exam/paper.** Remember that the TLC is here for you too. A struggle is just an opportunity for growth, and it's common for students to go through challenges like this and overcome them.

Here are some academic steps that your peers have taken to be successful:

- Study frequently
- Complete homework and check for accuracy a couple days in advance of exam
- Create a practice exam (you may write problems on index cards and shuffle)
- Attend the TLC for tutoring, study jams, GLAs
- Attend and participate in all class activities
- Take good notes, review these while completing homework and preparing for exam

If your struggle is not class related, please contact ...

Sincerely, [Professor's name & title]

**Kudo: Great Effort**

Subject: Great Effort

Dear [StudentFirstName],

I appreciate your dedication and hard work in the class. You are doing great! Keep up the good work!

[notes from faculty if any]

Should you have any questions as we progress through the material, remember that I have office hours and the TLC is available to help you.

Sincerely,

[Professor's name and title]

## **Resolution in Support of Climate Change and Environmental Sustainability**

WHEREAS, we believe that climate change is not a partisan issue and that local, state, and national policies should be guided by the best available science; and,

WHEREAS, the global impact, urgency, and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions, and all elected leaders; and

WHEREAS, we believe that climate change and environmentally sustainability practices are important initiatives affecting our community; and

WHEREAS, climate change is a social justice and equity issue. While climate change impacts all people and disproportionately impacts all young people and future generations. It disproportionately affects people of color and people in poverty, thereby exacerbating existing inequities and limiting equality of opportunity which is a foundational aspiration for modern America; and

WHEREAS, children and young adults represent a particularly vulnerable group because greenhouse gases emitted into the atmosphere will continue to accumulate over the coming decades and will profoundly impact our current students throughout their lives, as well as the lives of future generations; and

WHEREAS, we believe students, employees, and community members can positively impact sustainability and climate change; and

WHEREAS, climate change mitigation, adaptation, and resilience are in keeping with the principles of sustainable development of the triple bottom line of balancing people, planet, and profit; and

WHEREAS, climate change mitigation, adaptation, and resilience are in keeping with the college's strategic goals of leadership, maintaining and improving physical resources, financial stability, and innovation; and

WHEREAS, we comment the college's current sustainability efforts and actively support college initiatives to increase efficiency as seen in the adoption of the green based Biodiversity Initiative, implementation of water refill stations, energy efficient lights and movement sensors, 61 charging stations across both campuses; and

WHEREAS, institutions of higher learning are increasingly seeing the need to address climate change such as our partners in the California State University system's efforts to achieve energy independence, as well as Ventura County Community College District's passing of a climate change resolution, as well as a similar resolution proposed by COC's Associated Student Government; and

WHEREAS, we support the County of Los Angeles's Clean Power Alliance, the County's Energy Efficiency Ordinance, its Community Climate Action Plan (CCAP) 2015, the California Solar Panel Mandate beginning in 2020 for all new homes, as well as, California's implementation of SB100; and

WHEREAS, we encourage the investment of renewable energy sources across the district as well as the promotion of climate friendly food service initiatives, such as the elimination of single use plastics.

NOW, THEREFORE, BE IT RESOLVED, that the Sustainability Committee encourages the SCCC Board of Trustees to work in support of climate change and environmental sustainability and calls on Congress to take swift and effective action to protect current and future students.

BE IT THEREFORE RESOLVED, that the Sustainability Committee directs the secretary to transmit official copies of this resolution to the following: the SCCC Board of Trustees, the Superintendent of County Schools, the State Superintendent of Education, the California State Board of Education, the California State School Board Association, the American Association of Community Colleges Board, our state and national representatives in Sacramento and Washington D.C.

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Professor Consuelo Beecher, Chemistry

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Sheila Cannon, Campus Volunteer

---

Jia-Yi Cheng-Levine, Dean of International  
Affairs & Global Engagement

---

Professor Jeannie Cherie, Biology

---

Professor Holly Hitt-Zuniga, Architecture &  
Interior Design

---

Tim Honadel, *Director, International  
Services & Programs*

---

Marina Hwang, Sustainability Center Support  
Staff

---

Professor Adam Kaiserman, English

---

Professor Marco Llaguno, Philosophy

---

Professor Jason Oliver, Architecture & Interior  
Design